

NVIS Inclusion Policy

Philosophy

New Vision International School supports the learning of all students by appropriately addressing the unique learning needs of students with special needs. The NVIS Inclusion Program works with students and their families to identify minor adjustments that can be made by the teachers, students, families, and support staff to allow the student to access all levels of the general education curriculum of the school, including the IB Diploma Program. It is the philosophy of NVIS providing students with open access to our entire curriculum fosters academic success in the school's college preparatory environment and leads to the development of self-esteem and self-advocacy skills in the student.

Vision for Inclusive IB Programmes

New Vision International School believes in equality among all students, all of them have the right to learn, to live in peace with all people around the world, and offer services to their local communities by becoming responsible and productive citizens. Providing Equality of opportunity for all students is essential and it is important that students with special needs have the opportunity of learning alongside their peers. For this reason, the special educational needs of students will normally be met in the mainstream settings and proper accommodation environment. Also, we believe in students' differences by giving them the chance to improve their social skills, and to adapt to an ever-changing international society and to be active citizens of the global community. NVIS strongly believes in the IB inclusion guidelines which emphasize universal design for learning, equitable access to learning, and a focus on individual student needs, incorporating principles like affirming identity, valuing prior knowledge, and providing scaffolding for learning. This includes designing universally accessible curricula, creating inclusive policies with stakeholder input, implementing differentiation in teaching and assessment, and providing reasonable accommodations for candidates with individual needs in examinations.

IB Special Educational Needs Policy

The International Baccalaureate Organization defines a special need as “any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.”

IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Identification

Students with special educational needs are encouraged to apply for IB courses and are accepted, provided they meet the prerequisite criteria identified for each course. When students are enrolled in an IB subject



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for the first time, the IB Coordinator generates a roster of students and submits it to the Learning Support Specialist for review. The Learning support Specialist informs the IB Coordinator of any students who have an adjustment plan in place at the school. Teachers of IB students who have adjustment plans are given a copy of those plans and are required to make the adjustments listed therein. The IB Coordinator works together with the IB faculty to ensure that all students enrolled in IB courses have full access to the curriculum and are able to demonstrate mastery of the course content.

To identify students with SEN, New Vision School will: Assess each student's current skills and levels of attainment on entry. Make regular assessments of all students to ensure that the intervention:

- Ensures that the student's progress is similar to that of their peers starting from the same baseline.
- Matches or better the student's previous rate of progress.
- Closes the attainment gap between the student and their peers.
- Prevents the attainment gap growing wider.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all children requiring SEN provision as early as possible in their school career.
- Ensure that parents of children with SEN are kept fully informed of their progress and attainment.

The school will provide extra support to students falling behind or making inadequate progress given their age and starting point. Also, Assess whether a student has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Rights and responsibilities

Students: The fundamental right to access education tailored to their abilities and needs, including an inclusive, supportive learning environment, receive necessary accommodations, and to get support services from teachers, specialists, and counseling facilities to help them progress and achieve their potential.

Parents / Students have a responsibility to inform the school about their disability and the specific accommodations they require to facilitate their education, be prepared to provide documentation from qualified professionals, such as doctors or licensed professionals, to support their request for accommodations, and engage with the school's SEN policy by working collaboratively with teachers and support staff.





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Parents: Parents have the right to be informed if their child is suspected of having a disability and must provide written, informed consent for any evaluations and educational programs. Parents have the right to be fully involved in discussions and decisions about their child's SEN and educational placement and accommodation, and their views, wishes, and feelings must be considered.

Parents should discuss their concerns with the school and work collaboratively with educators to establish their child's support needs. A supportive home environment provides love, guidance, and essential life skills, laying a foundation for educational success. Parents are key stakeholders in their child's education and must actively participate in the process to advocate for the provision of appropriate support.

Teachers: teachers are responsible for evaluate individual students' strengths, weaknesses, and learning styles to identify specific needs and monitor their progress over time in collaboration with Learning support Dep., design and deliver personalized lessons through an IEP that planned by the Learning support Dep., using differentiated strategies and adapted materials to cater to each student's unique learning requirements, and Work closely with parents/guardians to keep them informed of progress and coordinate with various professionals, including other teachers, therapists, psychologists, and social workers.

Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs in the school. It is a response for Students who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other Students in their class. Not everyone learns in the same way and by following some tips to create a well-rounded learning atmosphere such as Maintain an organized classroom and limit distractions, Break down instructions into smaller, manageable tasks, and Use multi-sensory strategies.

Problem solving at this level typically begins when a parent or teacher has concerns about an individual Student. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. A 'Home-School Communication' Notebook may be used to communicate progress of strategies between parents and teacher. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

A Student receiving support within their classroom would be considered to be at,

stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning"

Stage 2 If concerns remain after several reviews, or one academic term, the child may be referred through a referral form regarding his academic, cognitive, and behaviour concerns to the learning support Coordinator, with parental permission for further diagnostic testing. If diagnostic testing indicates that





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supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support coordinator collaborate in devising, implementing and reviewing the Student's learning plan.

Stage 3 after observing the students in the classroom, and checking the student's documents (tests and evaluation docs), the learning support plans for an IEP that include a full plan to improve his academic and personal skills in cooperation with the teachers, and parents. This plan is on-going process, and there are regular meeting with the teachers and parents to check the progress and update the objectives of this plan. Monitoring and Review: Progress is tracked through formative and summative assessments, and adjustments are made as needed.

Parent Expectations and Communication

Parents of IB students are encouraged to share information regarding any special educational needs on behalf of their child. The expectation of collaboration between parent and IB faculty regarding special educational needs is communicated to parents and students in the NVIS IB *Parent/Student Handbook*, which is distributed to IB all new IB parents and students at the beginning of every school year. This information is also shared on the NVIS website.

Every effort is made by the school to facilitate collaboration between those involved in students' education, particularly in the case of a SEN student. The procedures outlined in the school Communication Policy regarding parent/teacher meetings should be followed when concerns arise about a child.

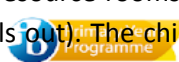
As previously indicated, formal IEP meetings are arranged three times/year. Parental requests for meetings with class teachers, outside of these, may be facilitated if suitable arrangements can be made for the supervision of the student's class. Informal consultations among involved personnel eg Principal, Class Teacher, SEN team are facilitated when necessary within the school.

The Resource Room

It is part of the placement process and is considered necessary for children who are easily distracted in the general education setting, especially when new information is being introduced.

It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day.

Special Needs Students are supported in resource rooms as defined by the IEPs. Sometimes this form of support is called Resource and Withdrawal (or pulls out). The child getting this type of support will receive some time in the resource room, which refers to the withdrawal portion of the day and sometime in the regular classroom





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with modifications and/or accommodations which are the resource support in the regular classroom. This type of support helps ensure that the inclusion model is still in place.

IB Assessment and Special Educational Needs

NVIS School, in accordance with IB policy, “believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized.” Such arrangements follow the principles and guidelines of the IB Diploma Program as set forth in the IB document entitled “Candidates with Special Assessment Needs” (IBO, May 2009). Parents may access further information regarding the possible arrangements available to their student on the document entitled, “General Regulations: Diploma Program.”

The IB Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the special needs of students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

Students who might have Special Educational Needs are referred by either a teacher or parent to be evaluated consisting of teachers, specialists and family meets to determine a student's eligibility for services and what, if any, additional screenings need to be performed. Additional meetings are held yearly to modify Individual Education Programs.

Aims and Objectives:

The IB aims to provide access to education and assessment for all students, including those with various needs such as learning disabilities, medical conditions, or physical challenges. The goal of the Learning support center is to identify learning difficulties with students with special needs (SEN) and examine student's abilities working below grade level expectations. Students are exposed to different learning strategies in order to determine the most effective strategy that meet the student's needs. Also, is to ensure that all students achieve appropriate levels of Literacy and Numeracy during the course of their PYP/MYP education, and to set an action plan regarding individuals' ability to meet their needs through Individual Educational Plan (IEP). Collaborative plan plays an important role in this process.

Teachers, counselor, and Learning support coordinator are involved to bring this plan into action.

There is an ongoing observation process. Through this process all departments are involved to monitor and observe the progress and achievements of the children. In this process formative, summative assessments, records, check list, self assessments are tools to be used to ensure that plan is taking place effectively.





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Our aim is to ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical, mental health and wellbeing. To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently. To ensure all children can access a balanced curriculum differentiated where appropriate. Moreover, is to ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

The inclusion process

The inclusive education process requires meeting each individual needs without excluding them from their peers within special classes. Children with special needs are to be integrated within the class activities and grade level curriculum .If the curriculum is below or above their capabilities a differentiation plan takes place to enhance their skills. The inclusive process requires collaborative work from all staff members.

We aim to optimize opportunities for participation and achievement across all areas of school activity (social, curricular, and physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils.

Role of the Learning Support Centre

- Identifying and adopting the most effective teaching approaches for students with SEN.
- Taking part in the development of individual education plan (IEP).
- Observe teaching activities to meet the pupils needs.
- Identify and teach study skill that will develop the pupils' abilities to work independently.
- Identify resources needed to meet the needs the SEN pupils.
- Set up system for identifying, assessing and reviewing students with learning difficulties.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Support the teachers in using the appropriate teaching aids and materials.
- To provide support for individuals inside and outside the classroom to enable them to participate within the curriculum under the direction of the Homeroom teacher.
- Reporting to the teacher concerning the children's development academically, socially and physically.
- Encourage all staff members to recognize their responsibilities towards SEN pupils.



English as a Second Language "ESL" Intervention Program



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Aims and objectives:

- To ensure that all students are applying the English Language on their daily routine and to use the language appropriately both orally and in writing.
- To establish effective home-school partnerships, including the development of support strategies the child at school.

Procedure:

- A program is put with different grade levels, which cover the language aspects.
- The students are assessed through observation and monitoring to decide which grade level they will be placed in.
- The homeroom teacher provides the Learning Support Centre (LSC) with the child's progress in class.
- A referral letter is given to the homeroom teachers to write their observations and comments concerning the student who needs support. LSC sets an IEP plan that meets the student's needs to level up his/her performance.
- The parents are being informed of this intervention plan and a continuous follow up between the Homeroom teacher and LSC to update the parents with their child's progress.
- The child is provided with different materials throughout the program such as flash cards, manipulatives, reading books, booklets...etc, to make sure the program is achieved effectively.

Also, NVIS encourages nurturing independence and confidence in students, helping them to become self-sufficient, and preparing them to face life's challenges, fostering strong relationships between teachers, parents, and other professionals to create a cohesive support system for the student.

In essence, the vision is to create a truly inclusive NVIS international school where every student feels valued, supported, and empowered to learn, grow, and contribute to the global community.

Legal Requirements

NVIS provides a learning support programme that seeks to cater for the aptitude and needs of a wide range of students including those with special education needs, in line with (Egyptian Ministry of Education regulations No 3 June 2019), the child law regulation no 12 of 1992, which updated to no 126 of 2008, and regulation no 19 of 2018 that providing inclusion and modifying curriculum in the ministry subjects, and includes the requirements for accepting SEN students in the inclusion process.

In line with Ministerial Regulation No. 252 of 2017 on raising awareness among children in Egypt, this aims to target children with disabilities in Egyptian schools [1, 12]. The initiative aims to provide children with disabilities with the opportunity to enroll in public schools and ensure they receive inclusive education, while providing an appropriate educational environment, distinguished training, and adapting curricula to suit their needs [1, 4, 12].

NVIS also believes on the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities, that promote the right to inclusive education for all children, including those with SEN.





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Outsource services

New Vision International School has established a partnership with an authorized clinic to conduct regular IQ tests and follow-up procedures. This collaboration is designed to ensure consistency and effectiveness in assessing and supporting students' cognitive development, aligning with the school's commitment to fostering academic excellence and personal growth.

Evidence of Review Process

The NVIS Inclusion Policy is reviewed annually to ensure alignment with updated educational standards, legal requirements, and the evolving needs of the school community. The review process involves the SEN Coordinator, IB Coordinator, and school leadership team. Updates are communicated to stakeholders through official channels, including parent meetings and the school website.

Inclusion Arrangements for IBDP Students

In line with the IB requirements and to ensure that students are provided with the necessary support to demonstrate their true capabilities, the following procedures are implemented for any IBDP student requesting inclusion arrangements:

- Any student who wishes to apply for inclusive access arrangements for IB assessments must be evaluated by the school's Learning Support Coordinator.
- The evaluation must include a comprehensive review of the student's learning needs, including in-class observations, discussions with teachers, and academic records.
- In addition to the internal evaluation, the student is required to submit a recent external psycho-educational assessment or medical report issued by a certified professional that clearly states the diagnosed condition and the need for specific access arrangements.
- Once the documentation is complete, the DP coordinator will submit the request to the IBO for approval, in accordance with the procedures outlined in the IB's Access and Inclusion Policy.
- Approval of any access arrangements (such as extra time, separate examination rooms, use of a computer, or other accommodations) is solely at the discretion of the IB.





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- It is the responsibility of the student and their parents to initiate this process in a timely manner to ensure that all documentation and requests are submitted before the IB deadline for access arrangements.
- It is the responsibility of the DP coordinator to submit all documents and communicate all inclusion request cases to the IBO.
- It is the responsibility of the DP coordinator to follow the inclusion arrangement approved by the IB during formative and summative assessment and IBDP final examination.

Most Recent Review: June 2025

Reviewed by the learning Support in August 2025

