



Achieving Excellence Together

ADVANCED FOR EDUCATION



BRITISH ACADEMY OF TUNIS

DP INCLUSION POLICY

2023/2024



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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***BAT: British Academy of Tunis**

BAT Mission

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who are aware and tolerant of a cross-cultural environment as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

BAT Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. The school's vision also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

BAT Values

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. All students and teachers at the British Academy are treated with respect regardless of age, race, gender, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

- A – **ability** nurtured, flourishes
- C – **curiosity** fostered, grows
- H – **INTEGRITY** is the best practice, and our policy builds on it
- I – **integrity**, lead by example
- E – **excellence** takes unending work
- V – **veracity** is the foundation of education
- E – **encouragement** is provided by all of us together

Purpose

The purpose of this document is to clarify the British Academy of Tunis (BAT) Diploma Years Program (DP) Inclusion Policy. Our school is committed to supporting the needs of our various student populations. We value student diversity and respect individual learning differences, working to meet students where they are and helping them grow through scaffolded support. This policy applies to all students, with no exception, and is to be communicated to, and understood by, all continuing and new teachers, students, parents, and administrators.

Philosophy

In the BAT DP, inclusion is an ongoing process involving the whole school designed to increase access and engagement in learning for all students by identifying and removing barriers in a culture of collaboration, respect, and support. We believe that students come to us with different cultural, linguistic, and religious backgrounds, and most importantly with unique needs; therefore, our Inclusion Policy celebrates the diversity of our student body. For example, some students may display difficulties or live with conditions that are barriers to learning. Others may come to us with higher-than-average aptitudes in one or more subjects that require equal, but more rigorous, support. Still, others may have learning difficulties due to language barriers.

Regardless of the student's situation, the school endeavors to equip ALL students with high-quality, rigorous instruction and support services to become internationally-minded thinkers while developing the skills necessary to be successful and independent upon entering higher education and the workforce.

Through inclusion, we honor the IB Learner Profile attributes, creating caring, open-minded students who balance the different aspects of their own lives and needs as well as support the needs of our diverse community.

Policy Statement

BAT School recognizes and embraces the diversity of its students, who come from various backgrounds and possess different abilities, interests, and cultures. We strongly believe that every student is capable of learning and should be equipped with the necessary skills to succeed as independent, lifelong learners. With this commitment in mind, our vision is to provide all students with equal access to the curriculum by offering the appropriate resources, guidance, differentiation, scaffolding, and accommodations that the school can provide. This aligns with the IB Mission Statement and the Department of Education's.

To ensure students are prepared to handle the challenges of IB programs, we have a selection process in place with established parameters. The BAT School has an admissions policy that outlines the criteria for student admission.

Language proficiency is also discussed in the school's Language Policy as a requirement for admission.

We strive to provide an accessible application process while also ensuring that we can accommodate all learners. However, we may not be able to meet the needs of every exceptional learner. In order to be admitted into our programs, we must be able to meet the applicant's needs with the available resources and services at our school. Before accepting students with known special needs into our IB programs, the Admissions Office will consult with the IB Management Team and Learning Support Specialist.

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Identification of Special Needs

The process of identifying special needs occurs during two stages: firstly, during admission into the IB, and secondly, during the teaching and learning stages. The Learning Support Specialist leads this process, and it requires the engagement of all academic staff including teachers, the teacher-librarian, the counselor, Pedagogical Leadership, and external specialists as required for assessment purposes.

The school evaluates each student's special needs and determines if it has the necessary resources to cater to those needs. If the school determines that it can provide necessary support, a personalized plan such as an Optimal Learning Plan (OLP), Behavior Modification Plan (BMP), or Individualized Education Plan (IEP) will be created and implemented by the Learning Support Specialist in collaboration with the student's teachers and any other relevant personnel, like a Guidance Counselor or Teacher-Librarian. The school may provide various forms of learning support depending on each student's specific case.

The following are some possible modifications that can be made to support students with special needs:

- Adjusted assessment criteria
- Modified tasks or task guidelines, such as providing scaffolded tasks, extended time, or a modified scope of work
- Recommendation for specialist support outside of school, such as life coaching or shadow teachers
- After-school support provided by school personnel
- Specific seat or area assignment within the classroom, especially for students with vision problems
- Designed organizers to help scaffold work and manage time.

At the end of each school year, an evaluation is conducted on the individualized learning support provided to each student, and modifications are made as necessary throughout the year.

For DP students: Candidates with Assessment Access Requirements

Reference: [General regulations: Diploma programme. International Baccalaureate Organization \(2022\).](#)

- A learning support requirement refers to any permanent or temporary need that could potentially put a candidate at a disadvantage. This may limit their ability to adequately demonstrate their skills and knowledge.
- The school must identify and cater to the individual needs of candidates with learning support requirements as the IB provides minimal guidance on this matter.
- A candidate with assessment access requirements may receive authorization for inclusive assessment arrangements by the IB.
- If a candidate requires special assessment arrangements due to inclusivity, the DP coordinator must make them and request authorization from the IB if necessary, following the procedures in the handbook.
- If a school, a candidate or the candidate's legal guardian(s) believe that the inclusive assessment arrangements authorized by the International Baccalaureate (IB) are not appropriate, then the DP coordinator can ask for the candidate's needs to be re-evaluated. The IB staff who authorized the arrangements will carry out the first re-evaluation. If the school still disagrees with the result, a second re-evaluation will be done jointly by a non-IB employee and an IB employee who was not involved in the original decision. No more re-evaluations are possible after the second one. The DP coordinator must submit the request for re-evaluation to the IB

within one month of receiving confirmation of the authorized assessment arrangements or the outcome of the first re-evaluation, as appropriate.

- If a candidate is granted inclusive assessment arrangements, they and their legal guardian(s) cannot claim that they were affected by adverse circumstances if their assessment results are not at the desired or expected levels. The authorization of inclusive assessment arrangements by the IB is the only accommodation made for candidates with learning support requirements.

Gifted and Talented Students

Definition: Gifted and talented students are defined as “those persons between the ages of four and twenty-one whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.” (d11.org) .

- General or specific intellectual ability
- Specific academic aptitudes include reading, writing, math, science, social studies, and world languages.
- Specific talent aptitude: visual arts, performing arts, musical abilities, dance, psychomotor abilities, creative or productive thinking, leadership abilities

Identification: The process for referring students also applies to identifying gifted and talented students. This identification may refer to exceptional abilities in specific subject areas or on a broader scale, at the discretion of the Learning Support specialist. The school may also consider exceptional abilities on a case-by-case basis.

Accommodations: The provisions available for gifted and talented students will vary depending on the structure of the program.

- Accommodations for the Primary and Middle Years Programme may include optimal learning plans, ability grouping, language class phasing, leadership opportunities, and acceleration on a case-by-case basis.
- Accommodations for the Diploma Programme may include adjustments to course selection, such as the option to select a fourth higher level course, anticipated courses, and CAS projects. Other accommodations are possible based on individual needs.

The Role of the Learning Support Specialist

The Learning Support Specialist (LSS) is responsible for developing, implementing, and evaluating processes to support students with special educational needs. The LSS reviews the school's Inclusion Policy, creates Individualized Education Programs (IEPs) for students in the Learning Support program, and collaborates with external professionals such as developmental pediatricians, occupational therapists, and specialists who are involved in student support. The goal is to provide systemic support to students with special educational needs and ensure that they receive the necessary resources to succeed.

Responsibilities' Outline :

The IB Learning Support Specialist:

- Designs, manages, and assesses systems for supporting students with special educational needs within the IB section of the School.
- Determines, in collaboration with Programme Coordinators and the Consultant for IB Continuum Development, how the School can accommodate and differentiate teaching, learning, and assessment for students with special educational needs.
- Offers assistance to teachers by providing classroom observations and training on how to implement differentiated teaching and learning strategies.
- Develops individualized education programs (IEPs) for students with special educational needs. These programs are tailored to each student's unique needs and help to ensure that they receive the support and resources necessary to succeed in school.
- Conducts meetings for students with identified or suspected special educational needs to discuss cases and studies.
- Develops the school's inclusion policy by taking into consideration the unique context of the School.

The IB Learning Support Specialist may have additional roles in the IB continuum, including administrative and teaching duties.

Inclusion Policy Involvement

Review Process and Committee

This Policy will take effect in September 2024 and will be reviewed every three academic years by a committee consisting of teachers from different IB programmes and members of the IB Management Team.

The Special Education Needs (SEN) Policy is a document that is regularly updated to address unforeseen situations related to the special needs of students that may arise in the future. This Policy is continuously developed to ensure that it remains relevant and effective. The following individuals will be responsible for reviewing and updating this Policy:

- Teacher representatives per programme
- School Counselors
- Learning Support Specialist
- IB Programme Coordinators
- The Leadership Team Members
- Policies members' Committees

Policy Communication

The purpose of this policy is to combat discrimination and encourage positive and informed attitudes. It is the responsibility of the IB Coordinator to share copies of this policy with the school community through staff and parent meetings, as well as on the school website.

Hence, at the beginning of each school year, all stakeholders, including parents, students, administrative officials, and teachers, will receive an orientation regarding this Policy

Policy Cross Reference

This policy should be used in conjunction with the following policies :

- Admissions policy
- Assessment policy
- Language policy
- BAT handbooks

IB Programme Standards and Practices Addressed (2014 ed.)

- Standard A9:
The school supports access for students to the IB programme(s) and philosophy.
- Standard A9a:
The school strongly encourages participation for all students.
- Standard B1.5b:
The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- Standard B2.8:
The school provides support for its students with learning and/or special educational needs and support for their teachers.

References

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- IBO. (2022). *General Regulations: Diploma Programme*. The Hague: IB Publishing Ltd.
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*This policy has been developed by the inclusion policy committee, reviewed by all staff and approved by the board of governors.

Inclusion Committee: Ms Yara Mawlawi
 Ms Dorsaf Kouki
 Ms Jouda Daoud
 Ms Sanaa Khelif

