



Achieving Excellence Together

BAT PYP INCLUSION POLICY

ADVANCED FOR EDUCATION



**BRITISH ACADEMY
OF TUNIS**

PYP INCLUSION POLICY

2023/2024



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TABLE OF CONTENTS

Content	Page
BAT Mission	2
BAT Vision	2
BAT Values	3
BAT Principles	3
Purpose	4
Philosophy	4
Responsibilities	5
Gifted and Talented Students	5
Special Education Inclusive Practices	6-7
Parent Notification Policy	7-8
Reviewing the Policy	8

***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 would be aware of a cross-cultural environment and very much tolerant of it 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. It 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 ethic

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. Our students are meant to be considerate, skilled communicators and potentially leading examples of future world citizens. All students and teachers at the British Academy are treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

A – **ability** nurtured, flourishes

C – **curiosity** fostered, grows

H – **honesty** is the best practice, and our policy relies on it

I – **integrity**, led 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) Primary Years Program (PYP) 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 PYP, 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.

Responsibilities

Inclusion requires a school-wide culture that supports a rigorous, appropriate education for each student. At BAT, all teachers differentiate up and down the spectrum, whether the student is a special needs student requiring a bit more help or a Gifted and Talented (GT) student on the rise. Through differentiation, we offer teaching practices that build opportunities in which each student can develop, pursue, and achieve their personal learning goals. Constant support, remedial classes, English as an Additional Language (EAL), and GT specialized sessions are all strategies to expand student horizons for appropriate inclusion.

Teachers work to ensure equal access to the curriculum for all students in accordance with school policy. This occurs through each student's individual needs. For example, a special needs student has specific Admission, Review, and Dismissal Procedures (ARDP) and Individualized Education Programs (IEP) to structure their support. Gifted and Talented students are identified by teachers and then assessed for placement in advanced classes designed to challenge them to new heights. Students are continually monitored in class through standardized tests to determine growth and progress. By using these tools to understand student needs, teachers design learning experiences that allow all students to meet their learning objectives.

BAT provides the support students need to set and meet challenging educational goals. Students are expected to apply themselves to achieve these educational goals.

Gifted and Talented Students

Once identified by the BAT staff members, GT students are placed in the most challenging environment available to them. Since being identified as GT does not mean that students are gifted in all core subjects, they are placed according to ability and availability in core classes.

Additionally, gifted students are encouraged to participate in Academic events that provide challenges, such as the Science and History Fairs, Robotics competitions, and other such teams.

To keep abreast of current approaches to GT education, GT Teachers receive annual refresher training applicable to their classes.

Special Education Inclusive Practices

Our goal is to support students with special needs in gaining college and career readiness skills, as well as fostering student independence and responsibility for learning through active engagement in grade-level curriculum. A continuum of services designed to meet the needs and learning styles of individual learners is provided. Our inclusion model uses co-teaching, and/or classroom support, intervention, and self-contained units per IEP.

Individual Education Plans (IEPs) are written documents prepared by the Special Education Specialist for a student with a qualifying disability. The IEP is developed through a collaborative process involving the school, parents, the student (where appropriate), and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational program, focusing on priority learning needs while setting specific learning goals for a student over a set time frame, all occurring in the least restrictive environment possible for the student to learn.

Effective IEPs are individualized, child-centered, inclusive, holistic, collaborative, and accessible. When complete, the IEP outlines teaching strategies, resources, and supports necessary for the student to achieve those goals.

The special education teacher consults with the general education teacher on the implementation of instructional modifications and the delivery of instructional techniques for students with disabilities. Teachers collaborate regularly to incorporate differentiation for students' learning needs and styles as well as assign grades. Monitoring teachers track student success.

BAT values our special needs population. To support them, our practices include, but are not limited to, the following:

- Special Education and support teachers receive annual refresher training applicable to their classes.

- All teachers differentiate their lessons to meet student's academic needs.
- Meeting the needs of the Special Education population, the general education teachers and special education teachers collaborate on a regular basis to prepare lesson plans, implement data plans, and create differentiated Unitplanners to support classroom learning.
- Off-campus trips or on-campus events include all Special Education students.
- Grades for Special Education students are assigned per their IEP guidelines.
- Faculty and staff adhere to the local Ministry of Education policies regarding inclusion and SpecialNeeds individuals.
- No change is made to a Special Education student's course schedule until reviewed by both the student's general education and special education teachers.
- Special education teachers send a copy of student IEPs to all teachers and administrative staff members who work with students at the beginning of the school year and/or following a meeting.
- All teachers and/or administrative staff members are required to read the IEPS of all their special education students to be aware of and implement all accommodations/modifications listed there.

Parent Notification Policy

The overall special education policy is to be included in the BAT parent/student handbook. Parents are encouraged to participate in, communicate with, and support their student's education through their involvement.

For individual students, parents are notified of meetings for their students to discuss or update the student's IEP.

Parents are included in their children's education through the following practices and resources, among others:

- Newsletters/Flyers distributed to the parents in English and French
- Campus websites and activities
- Bilingual Parent Liaison
- Parent Volunteers

Professional Development

- International Primary Years Programme category training
- Cultural Diversity
- Language integration training
- Regular Special Education Professional Development
- Annual training and refreshers for GT teachers

Communicating the policy:

- Campus website
- E-mails
- Student/parent handbook
- Staff handbook
- School events

Reviewing the Policy

The Inclusion Policy is reviewed annually at the beginning of the year by the BAT stakeholders. Amendments to the policy will be considered, especially based on IB policy changes, school policy changes, changes in the school community, or changes in community needs. Special consideration will be given to eliminating any limitations or barriers that may have developed since the last review.