



INCLUSION POLICY

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INTRODUCTION AND GUIDING PRINCIPLES

Consistent with the IB Mission Statement, Olonlog Academy recognizes and respects the diversity of students. We believe that every student can learn and should be provided with the necessary skills and adjustments to learning to help them become successful, independent, and lifelong learners. Hence, we strive to provide the resources needed, guidance, differentiations, and accommodation within the school's capability so that all students, including the students with Special Educational Need (SEN) or a Specific Learning Difficulty (SpLD), have equal and meaningful access to the school's IBDP programme.

IDENTIFICATION OF SPECIAL NEEDS

Identifying Special Educational Need (SEN) or a Specific Learning Difficulty (SpLD) happens at pre-IBDP and during the teaching and learning stages. The homeroom teacher leads this process. It requires the involvement and collaboration of all academic staff – teachers, homeroom teachers, the librarian, the social learning staff acting as the guidance counsellor, and the Pedagogical Leadership Team. Special Educational Need (SEN) or a Specific Learning Difficulty (SpLD) can be categorised as follows:

- Communication and interaction (eg. Asperger's Syndrome, Autistic Spectrum Conditions);
- Cognition and learning (eg. attention deficit disorders, dyslexia, dyspraxia, dysgraphia, dyscalculia and processing difficulties);
- Social, emotional and mental health (eg. anxiety, depression);
- Sensory and/or physical needs (eg. visual or hearing impairments and sensory processing sensitivity).

ENHANCING ACCESS AND INCLUSION IN THE IBDP IN RELATION TO ADMISSION POLICY

In order to ensure that every student enrolled at Olonlog Academy receives the full benefits of this policy, parents/legal guardian(s) need to provide the necessary documentation to homeroom teachers and social learning staff during the application period to the school's IBDP.

RESOURCE ALLOCATION

It is the responsibility of all academic staff – teachers, homeroom teachers, the librarian, the social learning staff acting as the guidance counsellor, and the Pedagogical Leadership Team to allocate resources appropriately, providing necessary tools, technologies, and adaptive materials to enhance accessibility for all students participating in the IB DP.

SPECIALIZED SUPPORT SERVICES

Homeroom teachers and social learning staff play a key role in providing support services within the IBDP. This includes offering guidance, additional assistance, and ensuring a welcoming environment for students



with unique needs.

PROFESSIONAL DEVELOPMENT

Continuous professional development is vital for staff to stay informed about inclusive teaching practices. This responsibility ensures that educators are well-prepared to cater to the diverse learning needs of students within the IBDP.

FACILITY AND TECHNOLOGY ACCESSIBILITY

All academic staff – teachers, homeroom teachers, the librarian, the social learning staff acting as the guidance counsellor, and the Pedagogical Leadership Team are accountable for maintaining physical facilities and technological infrastructure that are accessible to all students, thereby eliminating barriers to participation in the IBDP.

ACCESS ARRANGEMENTS FOR IB ASSESSMENTS

Based on the identification and assessment of special needs, the school assesses its capacity to cater to each identified need. If the school decides that the conditions can be addressed:

1. If students require inclusive assessment arrangements, IBDP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the Access and Inclusion Policy of IB.
2. All requests for inclusive assessment arrangements submitted by a coordinator must have the support of the head of IBDP.
3. All requests for access arrangements for IB assessments must be:
 - based on the usual way of learning and teaching in the classroom
 - in line with the eligibility criteria stated in Access and Inclusion Policy of IB.
 - submitted along with supporting documents as evidence
 - submitted by the deadline stated in the Assessment procedures for the IBDP.
4. In coordination with the IBDP Coordinator, Homeroom teachers and Social learning staff must ensure that students' special needs are thoroughly documented to request authorization for inclusive assessment arrangements from the IB.
5. In case of disagreement with the IB decision on authorization of request for access arrangements for a student, then a re-evaluation may be submitted with approval of the Head of IBDP within one month of the school receiving the IB decision in accordance with the Access and Inclusion Policy of IB.

STORAGE OF INFORMATION

Students' physical and electronic files are stored and managed in compliance with relevant IB and national requirements. Homeroom teachers and Social learning staff are responsible for ensuring that data related to students receiving learning support services are held in the strictest of confidence. The homeroom teachers manage the files of students receiving





learning support. Access to these files is given to key personnel, including the admissions officer or the IBDP Coordinator, who may need it for administrative purposes (i.e. for updating student files and transmitting data via the school's secure mailing system, respectively). Teachers and other staff will be restricted access to student files as needed. The homeroom teachers are responsible for reading and synthesizing evaluation reports.

