



INCLUSION POLICY

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SHINE UE SCHOOL INCLUSION POLICY

ONE. GENERAL PROVISIONS

1.1. The purpose of the policy is to regulate the process related to ensuring that all students are provided equal access to the IB Diploma programme and opportunities for academic rigour and supporting students with assessment access requirements from demonstrating their level of attainment due to the assessment conditions.

1.2. Inclusive assessment arrangements shall be resolved in accordance with the school's internal policy, IB DP candidates with assessment access requirements, and the law and regulations of Mongolia.

1.3. We aim to provide equal educational service to students with special learning needs who have any disability or learning difficulties as well as the talented or gifted students who need extra help and support in learning and assessment.

1.4. Access and inclusion need to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic, and the school should consider access arrangements for learning, teaching and assessment where required. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning and difficulties
- Speech or communication difficulties

Please see the IB Access and inclusion policy from the link below for further assistance.

[Access and inclusion policy \(ibo.org\)](https://ibo.org)

TWO. SCHOOL RESPONSIBILITIES

2.1. Once a student with learning support requirements enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment.

2.2. Raise staff awareness of the students with special learning needs. Train teachers in implementing differentiation strategies and methodologies in the classroom based on the students' special circumstances when appropriate.



2.3. The school will appoint the Special Education Needs team members, including the school social worker, the psychologist, and primary and secondary managers.

2.4. As access arrangements reduce or remove barriers to learning, the first step in planning for access arrangements is to identify the barriers.

2.5. Schools may consult on the special education need and gifted students' subject selection carefully; therefore it should be discussed with the IB assessment centre before confirming.

2.6. Before submitting appropriate documentation to the IB assessment centre, the school must obtain consent from the candidate or the candidate's parents or legal guardian. The school must also inform all individuals who give consent for a school to submit documents to the IB that if the candidate transfers to another school for the examination, the online application for the request for inclusive assessment arrangements along with the supporting documents, including authorization, if applicable, will be visible to the coordinator of the new school.

2.7. An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the programme coordinator using the online request form.

2.8. The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator, as well as the assistive technology that may be used for a candidate's learning and assessment, including speech recognition and reading software.

2.9. The school is responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that a staff member is familiar with its use (for example, a Braille machine or computer software).

2.10. The school is responsible for submitting the online inclusive assessment arrangements six months before the external assessment. That is, November 15th for candidates registering for the May examination.

THREE. TEACHER RESPONSIBILITIES

3.1. Identify struggling learners observed in the classroom and refer them to the social worker, a psychologist and the IBDP Coordinator as needed.

3.2. Plan learning and teaching according to the inclusive assessment arrangements, approved by the guidance of the IB Diploma Programme Coordinator.

3.3. Conduct differentiated tasks and different-level activities which meet the learning needs of talented and gifted students.

3.4. Use of universally designed assessments to create fair and inclusive formative/summative assessments and remove or reduce learning barriers for all learners.

3.5. Attend training and implement differentiation strategies and methodologies learnt through professional training.

3.6. Maintain accurate records of the progress of students with special education needs as well as talented and gifted students.





3.7. Maintain discretion and confidentiality of all issues related to providing special education need services.

FOUR. PARENTS AND LEGAL GUARDIANS RESPONSIBILITIES

4.1. Be proactive in your child's learning process and share their feelings, and observations about their special needs education with the school administrators, faculty, and staff.

4.2. Inform the school or teachers about their child's special education needs, if known.

4.3. When requested, provide necessary information and documents to the IBDP Coordinator to be submitted into the inclusive assessment arrangements promptly.

FIVE. STUDENT RESPONSIBILITIES

5.1. Inform and request proper support from the special education needs team based on the decision made with the parents or legal guardians if the student needs any support according to the inclusion policy.

5.2. Be proactive in expressing opinions and freely asking for assistance from the school administrators, faculty, and staff about their education.

5.3. Meet the school social worker, psychologist and specialized professionals according to the schedule provided.

5.4. Be an active participant in classes, meetings and different kinds of extracurricular activities.

5.5. Note that the access arrangements requested for a student must not give the student an advantage in any assessment.

SIX. POLICY REVIEW PROCESS

This policy shall be reviewed every two years from the last modification date.

Any proposed changes to the policy shall be reviewed by the teachers' meeting with an attendance of at least 70% or above of all teachers. Teachers should use a voting system to approve the proposed changes to the policy.

The approved changes to the policy shall be reviewed and approved by the school administration, which includes the Head of School, academic managers, programme coordinator and Heads of departments if there are no conflicts with other policies and local regulations.

Any final change to the policy shall become effective from the next school year unless otherwise decided by the school administration.



Reference

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6. International Baccalaureate Organization (2018). Diploma Programme Assessment Procedures. Retrieved April 8, 2021.
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