



Brighter Horizons Academy Inclusion Policy

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Brighter Horizons will be a model Islamic educational system, within which learners may develop to their fullest potential and become a generation of leaders and individuals who are highly motivated to be successful in this life and beyond.



Introduction

Brighter Horizons Academy (BHA) believes that well designed instruction will result in students that are lifelong learners, civic, business and community leaders, and advocates of Texas. The USA and the international community. To accomplish this, proper instructional methodologies must be used within the learning structures of the schools. It is our belief that the instruction carried out must meet the following criteria as a minimum: use of current research-based curriculum standards, be student-centered and individualized to meet the learning needs of each student, use methodologies in the classroom that allow for the knowledge learned to be applied in new, unique, standard and appropriate situations, assist students in problem solving, decision making, and communicating with others, and teach students how to work as an individual, as well as members of a group.

Furthermore, BHA believes that these learning techniques are applied to all students including those who are in need of special assistance due to exceptional learning needs. This includes students who are on the gifted end of the learning continuum and students with learning challenges. Toward that end, we have developed the following philosophy, principles of operation and beliefs concerning students with special needs.

Underlying Philosophy and Fundamental Principles:

At BHA, we recognize that a range of learning difficulties, behavioral problems, physical or sensory disabilities exist within the learning communities of our school. We recognize that there is a continuum of Inclusion and that the needs of the majority of Special Educational Needs students require close collaboration between the student, home and school. BHA also acknowledges that it has a role in providing opportunity, support, and guidance in working with the students and families in meeting their educational needs. If a child is admitted and then recognized with a disability, parents are immediately notified. The proper screening is then taken into action. BHA will ask parents to have their child tested because we do not have the proper resources and support systems in house. Therefore, students are referred to a third party evaluators including Garland ISD. If a student is diagnosed with any special needs that BHA cannot accommodate then they are referred to an alternate schooling system that may service them.

The School upholds these fundamental principles:

- That parents have a vital role to play in supporting their child's education through active engagement in the process to define needs.
- That children with special educational needs should be offered full access to a broad, balanced and relevant education, even if it means referral to agencies outside BHA's academic program.
- BHA recognizes their limited resources with regards to accommodating students with special needs. BHA is willing to make limited accommodations to serve students that are within the schools learning capacity. BHA does not provide modifications to its existing curriculum due to lack of resources.

Policy Aims and Objectives:

The aims of this policy concerning the needs of students in need of special support are to:

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- Ensure that the special educational needs of children are identified, assessed and receive appropriate and agreed upon interventions as soon as possible.
- Make clear expectations of all partners in the process including staff, parents, administrators, and students.
- Provide areas of specific intervention to build skills in the areas of need such as literacy, numeracy, organizational planning. Behavior, and study skills; this is done during tutoring only. These interventions are for students who possible qualify for special needs.
- Enable all children to have full access to all elements of the school curriculum;
- Educate students with special needs alongside their peers within the standard curriculum;
- Ensure that the curriculum is appropriately differentiated so that students with special needs can reach their full potential, experience success and enhance their self-esteem in the least restrictive educational environment;
- Ensure that each student receives an equal opportunity at achieving success within the BHA academic programs.

Learning Development and Inclusion provision

School Aims to

- Provide a stimulating, enriching, and forward thinking environment for all students, where achievement, enterprise, creativity and leadership are nurtured and developed:
- Encourage, challenge, and value each individual, promoting honesty, openness, tolerance and understanding
- Cultivate self-confidence, independence and responsibility, with students being encouraged to think of others, thereby equipping them to play an active and positive part in an ever changing world
- Actively support our local community, providing access to educational resources, expertise, and facilities providing benefit to members of the public

We recognize that a range of learning difficulties, behavioral problems, physical or sensory disabilities exist in the school. We recognize that there is a continuum of Special Educational Needs and that the needs of the majority of SEN students lie at the School Action stage. BHA does not give accommodations or pull out students. The only time lower achieving students are pulled out during instruction is during small group instruction.

The Continuum of Inclusion:

School Action; School Action Plus

School Action: School based strategies include some in class support, differentiated instruction, interventions, and/or modifying teaching styles. The strategies are determined collaboratively with teachers and administrators.

School Action Plus: In addition to school-based strategies, assistance is sought from external agencies if a student fails to make progress despite action taken in School Action. Garland ISD retains responsibility for ensuring curricular access, but selected external consultants (Inclusion tutor/therapist/professionals) will

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further support student needs using various strategies and resources including home programs developed collaboratively between home and school.

At the event that BHA is unable to provide support based on their resources, students may be referred to other institutions for their academic needs. Parents may waive their right to services by the third party acknowledging that BHA may not provide those services needed by their child.

Fundamental Principles and Underlying Philosophy

The School upholds these fundamental principles

- The view of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education even if it means referral.

Aims and Objectives

The aims of this policy are to:

- Lessons are conducted in a secure, supportive and disciplined manner. Students and staff interact in a manner that demonstrates mutual respect;
- Ensure that the special educational needs of children are identified, assessed and provided for as soon as possible and that their needs are continually monitored and reviewed to ensure the most appropriate form of educational provision by the most efficient use of all available resources;
- Make clear expectations of all partners in the process – staff, parents, administrators, students;
- Provide areas of specific help to students include areas of handwriting, reading, spelling, planning, study skills, revision skills, examination techniques;
- Enable all children to have full access to all elements of the school curriculum. Inclusive policy: To educate students alongside their peers within the normal curriculum so that they can reach their full potential, experience success and enhance their self-esteem. Parents are to play their part in supporting their child's education and that they are involved in all aspects of Inclusion policy.
- Ensure that each student receives equitable opportunity to achieve and succeed.

Roles of the teaching staff in the implementation of the Inclusion policy

All staff should be involved in the development of the School's inclusion policy and should be fully aware of the School's procedures for identification, assessment and provision for inclusion.

Identification

A student identified with possible special needs either because of his/her performance in class, written work, and/or performance during base-line testing. The student's information is reported to the Principal/Counselor who then initiates the process of data gathering: It may be that results from this data do not warrant any further immediate action. The student's details/results would be reported and monitored continuously. The teachers, parents, and principal meet and discuss an action plan if needed.



If no further action is deemed necessary then the identification process is concluded.

Summary and Conclusion

BHA admissions process identifies students who need special education needs. An administrator assesses alongside the parent if any accommodations can be made within BHA resources. If BHA is unable to accommodate we deny admission. However, students with mild SEN may be admitted to BHA and they are placed on probation. Each student's case is reviewed by teacher, principal and counselor. If further resources are needed we advise the parents to seek external agencies for support. This is a collective decision between teacher and leadership to allow the student the best education possible.