



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 US 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 the schools. 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.

The School upholds these fundamental principles:

- That a child with special educational needs should have their needs met, and normally within mainstream school settings.
- That the view of the child should be sought and taken into account in the referral and intervention process.
- 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.

Policy Aims and Objectives:

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

- Create an environment that meets the special educational needs of each child. Lessons are conducted in a secure, supportive and disciplined manner. Students, parents, and the staff interact in a manner that demonstrates mutual respect for each other.

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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.
- Ensure that the identified needs are continually monitored and reviewed to ensure the most appropriate form of educational intervention by the most efficient use of available resources
- 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;
- 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.

As part of the special needs referral and intervention process, BHA will make every reasonable effort to ensure that the school, at all times, is making 'reasonable adjustments and progress.

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.

The Continuum of Inclusion:

School Action; School Action Plus

School Action: School based strategies include in class support, differentiated instruction, interventions, and/or modifying teaching styles. The strategies are determined collaboratively with teachers, parents, 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. The subject teacher retains responsibility for ensuring curricular access, but selected external consultants (Inclusion tutor/therapist/professionals) will 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.

Fundamental Principles and Underlying Philosophy

The School upholds these fundamental principles

- A child with special educational needs should have their needs met, and normally within mainstream school settings.
- 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:

- Create an environment that meets the special educational needs of each child. Lessons are conducted in a secure, supportive and disciplined manner. Students and the 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 but to ensure that the curriculum is appropriately differentiated 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 the students have a voice in this process and are fully involved in their setting of IEP targets and in the review process; and
- Ensure that each student receives equitable opportunity to achieve and succeed.

Every effort is made to ensure that the school, at all times, is making 'reasonable adjustments' for the students on the SEN register in its aims, objectives and in the delivery of these objectives.

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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. Subject teachers are fully involved in the development, implementation and review of IEPs.

Role of the Principal/Head of School as Special Education Needs Coordinator (SENCO)

The SENCO:

- Oversees the day to day operation of the school's inclusion policy
- Helps determine the strategic development of the inclusion policy and provision
- Contributes to staff development relating to inclusion
- Liaises with other teaching staff, and grade/content coordinators so that the learning for all children is given equitable priority, and available resources are maximized.
- Coordinates provisions for students with inclusion and manages the input of teachers
- Oversees the records on all students and supervises/maintains the development and implementation of IEPs
- Supervises/maintains the School's inclusion register and records on all SEN students
- Develops effective ways of overcoming barriers to learning through the analysis and assessment of student's needs by (1) monitoring the quality of teaching, (2) monitoring the standards of students' achievement; (3) setting targets for improvement
- Liaises with parents of students with SEN – the school has an open door policy should parents wish to discuss their children.
- Liaises with external professionals

SEN planning

As a school we recognize the importance of keeping up with research, governmental policy and continuing our professional development. We endeavor to provide an instructional program that caters to the individual needs of students, and aim to secure a budget that will support an inclusion policy and providing the best possible provision that we can within the normal constraints of resources using limited time, talent, and treasure.

SEN policies

Differentiation

Differentiation is the practice of making instruction appropriate to accommodate the diverse learning abilities of students in a single classroom. A classroom may have students with a wide range of abilities, and rather than "teach to the middle," a teacher would design lessons so that all students in a classroom will benefit. Differentiation is changing the pace, level, or kind of instruction provided in response to individual learners' needs, styles and interests.

Identification, Assessment, Recording and Reporting

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Students who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as possible and necessary. Referral can be made by grade/subject teachers, the student or parent, administration, following information from previous school, and/or following base-line testing year after year. Early identification, assessment, and intervention can minimize the difficulties that may be encountered when intervention and provision occur. Early identification ensures the likely positive response of the child, overcome a temporary learning difficulty, and stabilize future learning.

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 to be monitored continually. The teachers and Coordinators meet weekly and the students on this register are discussed. If further action is deemed then necessary identification process is concluded.

Summary and Conclusion

We support a 'whole school' approach to SEN, all staff who deal with students on the register have access to, IEP; assessment results; and reviews. The school recognizes that differentiation is paramount to meeting a student's needs in the classroom and the Principal/Counselor advice on teaching strategies to be utilized for students endorses the belief that every child matters. The school also subscribes to the position that personalizing learning goes beyond differentiating the curriculum to allowing greater flexibility for students to learn and respond in ways that make it easier for them to listen, to understand and to remain on task. The school recognizes the importance of involving students in their target setting and in communicating effectively with parents and external agencies.