



SHINE UE SCHOOL

INCLUSIVE POLICY



GENERAL PRINCIPLES

According to the Law of Mongolia on Education:

A "**disabled student**" means a student who is mentally incapable or suffering from inborn or hereditary disadvantage.

A "**social worker**" means the specialist who prevents children from adverse social impacts through professional advice directed towards group or individual, assessment of social issues of students, parents and teachers, while supporting their formation and cooperation

Provision 43.2.7. of the Law of Mongolia on Education states:

"the State shall provide learning conditions for orphans, students below the living standards and disabled students, and encourage students in revealing and developing special talents and skills"

Only state-owned special schools (i.e. School No.29) provide professional staff and well-equipped classrooms for disabled students, but all other general education providers in Mongolia are required to have in-school social workers that deal with students requiring special care who have social relationship or behavioral problems, control deficits, and perform considerably low relative to his/her age.

With recent changes in the education system in Mongolia, the Ministry of Education is taking the inclusive education seriously by educating the community through translating international documents and statements from UNESCO Framework for Action on Special Needs Education, and describing various international practices on making education accessible everywhere in a fair manner. In 2003, "Inclusive education program for students with special needs" was published and a separate Division within the Ministry of Education was set up to implement this program (reference the MECSS's [Special Needs Education](#) resource).

Special Education Needs (SEN) is defined in the publication *Revision of the International Standard Classification of Education (2011)* as an "education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme".

In the *Learning diversity and inclusion in the IB Programmes (2016)*, the IB states:

"**Inclusion** is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.



Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”

Shine Ue School (SUS hereafter) recognizes that students coming to our school will be from various backgrounds with different learning needs. In support of the recent developments made in the education system of Mongolia, and in order to fulfill our mission of developing students who are “caring, reflective, and understand their role as global citizens with respect to other cultures and backgrounds”, SUS is working hard towards supporting students with special education needs.

We aim to meet the following IB Practices in our learning process:

- The school supports access for students to the IB programme(s) and philosophy (IB Standard A, Practice 9).
- The school develops and implements policies and procedures that support the programmes (IB Standard B1, Practice 5).
- The school provides support for its students with learning and/or special educational needs and support for their teachers (IB Standard B2, Practice 8).
- Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles (IB Standard C1, Practice 6).
- Teaching and learning differentiates instruction to meet students’ learning needs and styles (IB Standard C3, Practice 10).

GENERAL PROVISIONS RELATED TO INCLUSIVE EDUCATION

The needs of students with special needs may be met within the school or may be referred to external specialists for additional help.

All our staff shall collaborate with a goal to:

- identify students special needs or barriers of learning as early as possible,
- inform the parents or legal guardians,
- provide differentiation of learning and assessing within the classroom.
- provide additional support through **individual or group after-class programs**, homework assistance, and any other strategies deemed suitable by the teachers.

If despite all the efforts made by the school and the staff, the student’s overall learning does not progress and results in poor grades on key subjects (Mongolian, Mathematics and English), a referral to an external specialist shall be made by the relevant Academic Manager (extra fees may apply depending on the case).

After receiving the results of the consultation by an external specialist, the decision on the continuation of the education plan shall be decided by the parents or legal guardians of the student.



In case of IBDP students, the Diploma Coordinator shall request for inclusive assessment arrangements from the IB by following the proper procedures given that there is an evidence by an external specialist confirming DP student's need for inclusive assessment arrangements. It is the parents' responsibility to submit the necessary reports/documents needed for requesting inclusive assessment arrangements. Any response from the IB regarding this request shall be communicated by the DP Coordinator immediately.

SCHOOL RESPONSIBILITIES

- Ensure that School complies with local requirements on the Inclusive Education
- Raise staff awareness of the needs of students with special needs
- Train teachers in implementing differentiation strategies and methodologies
- Support with resources needed for providing inclusive education

TEACHER RESPONSIBILITIES

- Comply with local requirements on the Inclusive Education
- Identify struggling learners and refer the student to the social worker or the IBDP Coordinator as needed
- Attend trainings and implement differentiation strategies and methodologies learnt through professional trainings
- Maintain accurate records of progress of students with special education needs
- Maintain discretion and confidentiality of all issues related to providing special education needs services

PARENT RESPONSIBILITIES

- Be proactive in their child's learning process and share their feelings, observations about their special needs education to the school administrators, faculty, and staff
- Inform the School or teachers about their child's special education needs, if known
- When requested, provide with necessary information and documents to be submitted to external specialists or IBDP Coordinator in a timely manner

STUDENT RESPONSIBILITIES

- Be proactive in expressing opinions and freely asking for assistance from the school administrators, faculty, and staff with regard to their education
- Be an active participant in classes, meetings and different kinds of extracurricular activities



In the *Candidates with assessment access requirements (2013)*, the IB states:

“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances.”

In compliance with the above belief, IB DP Coordinator shall:

- Advise parents of the scale and rigorous requirements before admission to IBDP
- Apply for inclusive assessment arrangements for IB students with special needs
- Maintain discretion and confidentiality of all issues related to providing special education needs services

POLICY REVIEW PROCESS

This policy shall be reviewed every year from the last date of modification. The last date of modification must be recorded on the policy as a footer note.

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 in approving the proposed changes into the policy.

The approved changes to the policy shall be reviewed and approved by the school administration, which includes 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.