



# VOSIQ INTERNATIONAL SCHOOL

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## Inclusion Policy 2022-23

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## **IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## **POLICY STATEMENT**

Vosiq International School and Kindergarten aim to create a culture of acceptance, belonging, and equity for all students through successful community involvement procedures and cross-agency coordination.

## **POLICY CONTEXT**

VOSIQ International School is a school that prioritizes all students' social, emotional, intellectual, and physical needs. It is a school that promotes tolerance for differences in ability as well as cultural, racial, ethnic, religious, and social backgrounds in accordance with the Law on Education of the Republic of Uzbekistan (Article 20), and it is founded on the idea that we will always attempt to respond to the needs of all kids in our community. We believe that every student has the right to a safe and supportive learning environment.

## **PURPOSE OF THE POLICY**

An inclusive school makes every attempt to serve all of the students in its community. It values differences in talent as well as differences in cultural, racial, ethnic, religious, and social backgrounds. A high-quality, culturally and linguistically responsive, and equitable education that supports the well-being and achievement of every student is achievable through inclusivity in education. Thus, it is important to have a guideline that directs inclusive education.

## **ADMISSIONS**

All members of the school community are entitled to equal opportunity, which is founded on the fundamental principles outlined in the school's admissions philosophy. Without regard to a child's gender, religion, ethnicity, or nationality, the school accepts them. The admissions committee will decide whether or not to admit a student to the school after receiving all necessary and correctly submitted documentation (See admission policy for required documentation).

## **NON-DISCRIMINATION**

Our school does not tolerate discrimination or harassment of any kind, including but not limited to, race, ethnicity, religion, gender identity, ability, or socioeconomic status. The school does not discriminate admission of students on the basis of any of the listed factors. Learners from all walks of life have the opportunity to be part of our school community and to be actively involved in all the school activities every child is entitled to in the learning and teaching process.

## **ACCESSIBILITY**

Our school is committed to providing equal access to education for all students. We make reasonable accommodations to ensure that students with physical disabilities have access to all school activities, programs, and facilities without assistance so that their learning and confidence are not affected. Our school has lifts installed for easy access for learners using wheelchairs and clutches to move from one floor to the next. All school activities enable every child to access everything offered such as school camps, excursions, performances, and specialist programs.

## **LANGUAGE**

Our school recognizes the importance of language in creating an inclusive environment. We provide language support to students who are English, Russian, and Uzbek language learners to ensure they have equal access to education. Approximately 68 percent of our community speaks Russian and Uzbek languages, with 32 percent speaking English as a second language as of this writing. However, there is a wide range of cultures and languages represented.

Korean, Turkish, Kazakhstani, Arabic, and Ukrainian are among the mother tongues spoken in the school community. All administrative and teaching staff are fluent in at least two of the three languages, Russian, Uzbek, and English. Because so many students communicate in languages other than English, there is a need to assist in language development in the classroom. The parent community is excited about the creation of a second language. The majority of people in the community believe that learning English and other languages is important. They believe that in the future, children will need to be able to communicate in multiple languages in order to be global citizens and compete in a global market. Families think that learning a second language fosters cultural respect and aids in brain development.

## **CURRICULUM**

Our school's curriculum and teaching practices reflect the diversity of our student body. We promote cultural awareness and understanding by incorporating diverse perspectives and experiences into our curriculum. We acknowledge that students have multiple identities that are shaped by their previous experiences and that a diverse range of personal circumstances influence how they learn. We prioritize inclusivity when selecting course materials and teaching methods. Inclusion is also emphasized by the ways students are asked to demonstrate their learning, so as to eliminate any chances that learning privileges some students while disadvantaging others. In order to facilitate inclusive learning, we ensure that students interact successfully with the technologies, themselves, peers, teachers, and learning materials. Students are provided with a curriculum based on their level.

## **SUPPORT SERVICES**

Vosiq International School and Kindergarten provide support services to students who require additional assistance to succeed academically, socially, and emotionally. These services include counseling, mentoring, and other support programs. We have a student support group that comprises members of the learning community whose mandate is to enhance awareness, identify challenges, and find lasting solutions for challenges that students with special needs might be facing. A reduced time fraction at school for students with additional needs may be implemented as agreed

between parents and the principal or nominee and signed off, the aim always being to build up to full-time hours for the student at school as soon as possible.

An enabling environment is established to cater for students with additional learning needs in the form of visuals, sensory equipment, mini breaks in between learning periods, accommodations made to support students with special needs such as the use of computer technology, and a withdrawal/break area.

### **STAFF TRAINING**

Our school's staff receive training on diversity, inclusion, and cultural sensitivity to ensure they are equipped to create an inclusive environment for all students. Due to migration and international mobility, learning environments frequently consist of diverse groups of learners. As a result, our teachers must respond quickly and adaptably to new needs, encourage inclusion, and use effective pedagogical strategies to support both foreign and domestic students, those with different abilities and cultural backgrounds, as well as those who have learning difficulties.

### **REPORTING AND RESPONSE**

Our school has procedures in place for reporting incidents of discrimination or harassment. We will investigate all reports and take appropriate action to address any violations of this policy. Teachers should be ready to provide accurate and pertinent guidance to kids who raise concerns about potential discrimination. Without raising questions about the complainant's motivations, the allegation should be taken seriously.

### **LEADERSHIP'S ROLE IN PROMOTING INCLUSIVE PRACTICES**

- Assisting teachers and education support personnel in their understanding of how to effectively serve to all children with varied skills, and cultural, racial, ethnic, and social backgrounds.
- Complete applications for support funding in a timely manner for students with disabilities if deemed eligible.

- Welcoming and introducing new students with disabilities will to the school community.
- Chairing quarterly parent meetings to help with the continuous management of personalized learning plans (if necessary) developed by the classroom teacher with parental participation.
- Providing resources and support for learners with behavioral challenges, students with diagnosed conditions, students with significant social and emotional needs, and students who require social experience.
- Approving a schedule for additional lunchtime, activities, drama lessons, and ART therapy classes as an alternative to playing outside for students with special needs.
- Organizing appropriate professional development on inclusive education for teachers, leadership, and education support personnel.
- Encouraging and supporting the celebration of diversity at the school.

#### **THE ROLE OF THE TEACHER TO SUPPORT INCLUSIVE PRACTICES**

- Ensure that appropriate classroom resources are in place after enrolment is confirmed.
- Informing the administration to source particular and appropriate resources needed in the learning process so that the school can continue to meet the needs of each child.
- The class teacher is responsible for program development in collaboration with the coordinator and other grade-level teachers.
- Creating opportunities for discussion with all students to facilitate greater understanding, respect, and acceptance of diversity.
- Developing and reviewing individual learning plans for identified students.
- The classroom teacher reviews recommendations by professionals for students in their class.
- Develop regular communication with the families of students they support and the school administration.

#### **THE ROLE OF EDUCATION SUPPORT STAFF (ESS) TO SUPPORT INCLUSIVE PRACTICES**

##### **Psychologist**

- Collaborate with families, teachers, administration, and other professionals to create safe, healthy, and supportive learning environments that bond connections between home, school, and the community.

- Conduct psychological and academic assessments.
- Assess diverse learning needs.
- Assist each student as they navigate different developmental and mental health challenges.
- Identifying and testing people who could be eligible for additional services.
- Provide culturally responsive services to students and families from diverse backgrounds.
- Plan appropriate Individualized Education Programs for students with disabilities.
- Work with the entire student body in need of support.

### **Medical Practitioner**

- In collaboration with the psychologist evaluate whether a student has health concerns that are impacting learning.
- Advising the parents, teachers, and administration how health barriers to learning might be reduced.
- Making recommendations to the parents and teachers regarding necessary health services and other modifications some students may need.

### **INCLUSION SUPPORT FOR PARENTS OF OUR SCHOOL**

- Vosiq International School and Kindergarten established a volunteer parent support group for students with additional needs to support parents with the social, emotional, and academic growth of children with additional learning needs.
- A reduced time fraction at school for students with additional needs may be implemented as agreed between parents and the principal or nominee and signed off, the aim always being to build up to full-time hours for the student at school as soon as possible.
- Appropriate professional development programs are available to teachers, education support staff, and, parents.
- The school support students whose families are going through a separation, illness and economic or social disadvantage.



## **CONNECTIONS TO OTHER POLICIES**

### **Inclusion and language**

An openness to learning various languages, including English, Russian, and Uzbek by members of the class, helps to remove language barriers that hinder accurate communication at our school. As students learn each other's language, it broadens their cultural understanding and interpretive abilities.

To promote a culturally diverse classroom environment, our teachers get involved in giving instructions and providing materials that are inclusive, and reflective of all cultures, beliefs, and values, fostering a culturally sensitive and tolerant linguistic approach.

### **Inclusion and Admissions**

To ensure diversity among our students, we strive to balance academic abilities, identities, and heritage. We anticipate that families will share information that will assist us in determining which services to provide to students in terms of inclusive access arrangements and reasonable adjustments. The school learns about student levels and can begin preparing to welcome students based on their needs through admissions assessments in their mother tongue, English and Mathematics.

**To be revised in September 2023**