



Bahrain Bayan School Inclusion/Additional Education Assistance (AEA) Policy

Overview and Introduction:

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents and the whole school on the practices, principles and values of Inclusion and the provision of effective Learning Support and Additional Educational Assistance to students with learning barriers / difficulties. The mission is to develop and cater for the needs of a more diversified community by giving all learners a chance to access education.

This policy is a working document which has been collaboratively developed by Bahrain Bayan School (BBS) administrators, Additional Education Assistance (AEA) team, IBDP, teachers, and Counseling Department.

The School Administration, the Additional Educational Assistance Department (AEA), and the IB Diploma Programme Office aim to promote the services offered by the AEA (officially founded in September 2021) and the IB Inclusive Access Arrangement to IB and Non IB students.

Purpose:

This document is devised to communicate with all members of the BBS stakeholders the expectations of creating an educational environment that is guided by the IBO requirements , standards and practices and supported by the BBS core values. It clearly communicates the various support opportunities that are available to students by vividly describing how inclusion is facilitated in a culture of collaboration, mutual respect, and support involving the whole school community. The goal is to assure that every member of the BBS community is committed to the Inclusion Policy implementation and development.

BBS recognizes that each learner is unique and aims to provide an environment in which all children are supported to reach their full potential. We incorporate inclusive practices and recognize that access to learning for all students is the shared responsibility of the classroom teacher/s, specialist AEA teachers and parents/ guardians. BBS is committed to creating an educational setting, where all students benefit from a multimodal approach that facilitates all learning and teaching approaches in an authentic, interactive learning environment.

Philosophy:

It is the philosophy of the IBDP and of BBS that every student can learn and all candidates should be allowed to demonstrate their ability under conditions that are as fair as possible. Thus, every student is given equitable opportunity and academic and social-emotional support to help them succeed and become "...internationally minded students with confidence in their abilities who embrace their responsibilities as national and global citizens' ' as stated in the School's and IB's mission statements.

BBS promotes an inclusive education system in which students with educational needs are fully participating members of the community of learners. Inclusion means that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not only about the full integration in regular classrooms, it is also about going beyond placement to include meaningful participation and the promotion of interaction with others.

Inclusive education is not only an evidence-based approach to affirm its academic and social benefits, but it is also a fundamental human right where innate inequalities may influence the community's personal narrative and worldview. For this reason, BBS continuously strives to support its community by developing and sustaining inclusive schooling practices. BBS believes in the creation of an accessible learning environment where everyone feels safe, supported, stimulated and able to express themselves.

Additionally, the school's focus would be on practicing differentiation by identifying a student's learning profile, readiness, and interests, scaffolding their learning, and removing barriers in the IB and Non IB curriculum in order to develop the student's true potential and his/ her learner profile and approaches to learning (ATL) skills.

Inclusion at BBS:

Aligned with the IB programme and its principles and practices, BBS stresses the importance of valuing student diversity, respects individual learning differences and believes that it is the key aspect of becoming more internationally global minded.

“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.”- Learning Diversity in the International Baccalaureate Programmes (p.1)

Inclusion means that...

- All students are included in the least restrictive environment to flourish and progress as learners.
- Students' skills (ATL in the IB) are being measured and developed to meet the needs of learners.
- All students working in naturally supportive, flexible structures and groupings with other students regardless of individual ability.
- All students presumed competent in developing skills, knowledge and best learning practices.
- Students are supported (where needed, such as through curriculum modifications, accommodations and differentiated teaching). IB will allow paper modifications only as content remains the same.
- All students are known and valued as full members of the school community, developing meaningful social relationships with peers and able to participate in all aspects of the life of the school.

AEA Inclusion Model:

The BBS inclusion model for students with Additional Education Assistance (AEA) focuses on increasing the instructional outcomes of students with exceptional learning capabilities by providing equal access to standards-based, core curriculum and IB Diploma Programme. This model reflects the school's culture of collaboration, mutual respect, support, and problem solving.

In this model, AEA students are included in their general education classes. Classroom teachers and AEA staff members collaborate on designing lesson plans and strategies that differentiate, scaffold, and remove barriers.

The AEA team ensures that:

- Students with special needs are identified, assessed, and provided with the necessary support.
- Individual Educational Plans (IEPs) are designed and implemented to meet the student's needs .
- Students are engaged so they can achieve the highest possible level of learning and well-being.
- Necessary skills, knowledge and IB Learner Profile's attributes are gained by AEA students to better achieve their highest level of learning.

- The policy is aligned to and reinforces the IB Guides listed in the “Resources” section in this document.
- AEA students benefit from the services offered in a supportive environment that values diversity, inclusion and participation.
- The School Child Study Team (CST), Principals (Preschool, Primary, Middle and High Schools), IB Coordinator, Subject Leaders and concerned Parents/ Guardians regularly receive feedback on the progress of AEA students.
- Students are given opportunities to develop and progress in a nurturing and inclusive environment.

What Does the AEA Team Do?

- Identify and overcome barriers to learning for groups and individuals.
- Work alongside teachers to develop plans of action for students who are not meeting grade-level expectations.
- Collect data on students including assessments, response to strategies, necessary barrier removal, etc.
- Allocate teachers to each section.
- Assist in work/ course study completion.
- Teach, develop and scaffold skills (communication, social, self-management, research and thinking skills).
- Develop attention/concentration strategies and implement differentiated instructions.
- Direct Math, Arabic and English Language instructions.
- Develop and implement IEPs (Individual Education Plans) when necessary.
- Train staff to continue to be responsible and maintain high expectations for the learning of all students in the class, ensuring an inclusive and respectful climate.
- Allocate resources to assist students in accessing all elements of the curriculum.
- Provide continuous procedures designed to identify school aged students through graduation who are in need of AEA services.
- Provide an effective “pre-referral” process through the ***RAG process** to ensure that the needs of students are addressed through general education resources and supports
- Provide an effective in-school screening program that:
 - Ensure that all students receive high-quality instruction in the general education classroom
 - Promote immediate intervention as soon as students’ academic problems are revealed
 - Prevent substantial academic difficulties from developing
 - Reduce inappropriate referrals and placements in AEA for students with learning disabilities
- Work cooperatively with the parents of students who are identified as needing services.
- Establish and maintain ongoing communication with parents so they may better function as Team members and equal partners in the decision-making process.
- Ensure that the confidentiality of information is maintained.
- Provide for the successful transition of students from school into the adult world of post-secondary education or satisfying paid employment.

**RAG Process: RAG rating is a technique used to benchmark: it indicates where a student's performance is acceptable (green), at risk (amber) and below the desired performance (red) and thus it makes criteria referenced judgements about what is considered to be 'good' (green) and 'bad' (red).*

For more information about BBS RAG Process and Services, please check [here](#).

Inclusion in Action:

- In a spirit of partnership, parents are encouraged to make the school aware of their child's special needs prior to or at the time of registration.
- The AEA Department, in collaboration and coordination with the school's counselors, receiving students identified as special needs shall implement entry or transition procedures as part of the student's entry plan to school. Counselors inform teachers about students' circumstances and provide brief summary on AEA students.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs. Respect and dignity of all individuals are considered for who they are and what they contribute to the school and learning community.
- All classroom teachers and AEA teachers shall work collaboratively by sharing experiences and strategies for effective inclusion and follow up students' progress to meet their special needs.
- Collaboration between teachers and AEA is important, moving forward, to reflect on the goal of education and how the curriculum connects the students to the world, their personal culture, and the minority cultures within Bahrain.
- Diagnostic assessment at the beginning of the year and progress monitoring tools shall be given to AEA students to identify and monitor their progress and needs.
- All staff are provided opportunities for professional development on Inclusion and Diversity.
- Implementation of curriculum considers minoritized groups to encourage a well-rounded understanding of the world and how our experiences shape our understanding of our beliefs.
- Teachers work collaboratively and share experiences and strategies for effective inclusion and best practices.
- Teachers and AEA critically evaluate barriers and work to individualize classwork and assessments. Teachers recognize that one-size does not fit all.

Scheduling and Collaboration Time:

Section principals work collaboratively with AEA to ensure that optimal school/class schedules allow for:

- Intervention that protects time for instruction for all students
- Students to receive intervention and extension without missing new instruction in critical skills (i.e. Core subjects)
- Collaborative teaching and learning practices
- Assistance to students who learn differently, need more time, etc (pre-Covid schedules)

Therefore, students are not pulled out of Core classes (English, Math, Arabic, and Science). In addition, when they are pulled out, they are taken from a class where no new skills are being introduced such as Homeroom, tier/intervention, or Advisory.

Teacher and AEA collaboration is essential to encourage and guide all teachers to intervene early on behalf of a greater number of students who are at risk for school failure. Collaboration will decrease the number of low-achieving students receiving AEA services. It is worth noting that collaboration will take place throughout the school day and during school-wide PD time.

Identified Needs:

Students have special academic, physical, social or emotional needs that are addressed and catered for, according to the school's resources and available specialized staff.

These learning needs may include:

- Specific Learning Difficulties
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairments

- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments
- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)
- Anxiety Disorder
- Medical conditions
- Mental health issues
- Gifted and Talented/ Exceptionally able
- Dyslexia
- Dyscalculia
- Dyspraxia
- Dysphasia

AEA Support Services:

- Social and Emotional Screener (e.g. PASS assessment)
- Dyslexia Screener (e.g. Rapid)
- Identification of dyslexia and other learning needs (e.g.LASS and CoPS)
- Dyscalculia Screener and Dyscalculia Guidance
- Student reasoning abilities test (e.g. CAT4)
- English proficiency screener (e.g. WIDA)
- English as a Second Language (ESL)
- Arabic as a Second Language (ASL)
- Additional Education Assistance teachers (AEA)
- AEA Coordinator K-12
- Differentiated instruction
- Barrier Removal
- Scaffolding
- AEA Resource Room
- School Counselors
- School nurses
- Outsourced services (The school refers students to specialized centers for diagnosis, consulting, and screening.)
- For DP students: The Diploma Programme Coordinator (DPC) will contact the IBO using the IBIS to report on any needed inclusive assessment arrangement and request.

For students demonstrating academic talents in a particular area, teachers address those talents through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

Interventions/Barrier Removal: Reasonable Adjustment:

Interventions/Barrier Removal that are frequently utilized at BBS include:

- Technology
- Small Group Instruction
- Extended Time
- Reading Grade Level appropriate materials
- Simplified Directions
- Graphic Organizers
- Publicly Post Directions
- Separate testing settings
- Chunk Classwork

- Paraphrasing/ Summarizing Often
- Behavioral Modifications
- Accommodated Materials

Assessment and Differentiation:

Assessments are tools used to determine students' performances against the curricular standards.

Inclusive Assessments at BBS are:

- used as tools to determine progress towards grade/course specific performance indicators or progression levels (formative)
- used to develop differentiation plans for each unit (formative)
- used to determine application of knowledge and skills learned (summative)
- to provide timely and appropriate feedback to teachers and students about students growth and attainment (formative and summative)
- clearly linked to a grade/course specific performance indicator or progression level
- created in collaboration with barrier removals in mind and developed with AEA teacher

It is the policy of Bahrain Bayan School that formative assessments to gauge student progress and understandings are used in every lesson. Formative assessment results are utilized to develop differentiation plans, thus meeting the varying needs of all students.

Summative assessments are used to determine student attainment of unit goals.

All forms of assessment provide teachers, students, and parents with timely and accurate feedback regarding progress and/or achievement. All assessments are documented in plans and evidence of assessments are kept in teacher AEA records. Assessments are documented in ATLAS within two weeks of classroom implementation.

Summative/Standardized Exam Arrangements

- For standardized and summative assessments, students may receive barrier removal or services that help them achieve success if there is sufficient evidence to justify the service.
- In some cases the decision to provide an access arrangement is the school's alone, based on an established picture of need; in others, further evidence may be required by the CST, who will make the final decision.
- Any documents provided by outside agencies must be provided in English, with the relevant qualifications of the prescribing professional clearly stated.

Differentiation:

It is the policy of Bahrain Bayan School that differentiation opportunities in content, process, or product are planned for in every lesson. Differentiation opportunities are included in plans (IB and Non IB) and evidence of differentiation is documented by teachers .

Access and Inclusion in the IB Diploma Programme:

Inclusion is the IB Learner Profile in action. Students with special needs are provided access to the IB curriculum in the least restrictive environment.

Inclusion and Diversity Action at the Diploma Level:

- **Admissions and Enrollment Phase:** At the admission and initial enrolment stage, the Diploma applicant completes the admission series of assessments. The assessment is followed by an interview before making final offers of admission. The choice of DP course versus the full diploma is made in consultation between DPC, Counselors, Subject Leaders, HS Principal, HS Vice Principal, Parents and Student, as mentioned in the Admission Policy of the school.

The assessment results enable the school to assess the capacity of the school to support the learning of students and where necessary, in consultation with the AEA team on the ways by which the student may access and demonstrate learning in BBS's IB Diploma Programme.

- **Teaching and Learning Phase:** BBS expects and supports the notion that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential. The differentiation initiative for diploma students will be done in consultation with the AEA team, the DPC and IB Staff teaching the Diploma Programme. With reference to teaching and learning, BBS aims to raise achievement and progress in all students, including those who have learning needs, enabling our IBDP students, from their individual starting point, to make expected progress.

The teaching and learning phase will endeavor to promote individual student achievement, helping to build self-esteem and meet the individual learning needs of those students to improve their inclusion in the mainstream classroom.

- **Examination Phase:** The IB recognizes that to enable all candidates to 'demonstrate their ability under assessment conditions that are as fair as possible', it is necessary for schools to provide special arrangements for candidates with special needs. Documentation of need is a requirement for modifications to examination conditions. The school, in partnership with parents, will provide the structure and procedures necessary to ensure students who need adjustments to examination conditions will be provided the support needed.

Supporting Documentation to Submit to Upload on IBIS:

1. Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service : reports must-

- be legible, on paper with a letterhead, signed and dated;
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate;
- state specifically the nature of the Learning Support requirement, and the tests or techniques used to arrive at the identification;
- be consistent with the coordinator's request for assessment arrangements;
- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed);
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.
- include a summary (or conclusion) and recommendations as to which special assessment arrangements are appropriate in cases where the student is undertaking external IB examinations.

2. Educational evidence from the school:

- Can be a letter/observational report from the candidate's subject teacher(s) outlining any difficulties which may be apparent in class;

- A brief summary about the arrangements provided to the candidate in order to access learning and assessment;
- Individualized Educational Plan (IEP);
- Sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/ word processor with spell check/etc.).

Special Arrangements for IB DP External Examinations:

The inclusive assessment arrangements listed below require authorization from the IB Assessment center. The application for the same must be submitted six months prior to an examination session (November 15th for candidates registering for the May examinations session):

1. Access to modified papers
2. Access to additional time
3. Access to writing
4. Access to reading
5. Access to speech and communication
6. Access to calculators and practical assistance
7. Access to extensions and exemptions

Arrangement Not Requiring IBO Authorization:

- **Separate room:** A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- **Appropriate/ preferential seating:** The DP coordinator, in consultation with the AEA Coordinator, may arrange for appropriate seating for a candidate to meet the needs of the individual.
- **Use of aids:** A candidate who normally uses an aid (coloured overlay or filter lenses, hearing aid, headphones, visual aid, etc) is allowed to use the aid in examinations.
- **Clarification of examination directions:** If a candidate has difficulties with reading or attention, examination directions may be clarified by the invigilator or designated reader.
- **Rest breaks:** A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.
- **Prompter:** A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using non verbal prompts.

Rights and Responsibilities:

Administration:

- Provides support to AEA students and assist them in making informed decisions regarding the services of the AEA Department , for instance; IBDP Inclusive Access Arrangements
- Raises staff awareness of AEA services
- Allocates budget to provide resources that ensure the successful application of the Inclusion Policy
- The Child Study Team (CST)- HS Principal, Vice Principal, Counselors, AEA Coordinator, AEA Teachers, and IB Coordinator- works in unison with the AEA Coordinator to maintain the integrity and successful implementation of the AEA services.
- All requests for special arrangements submitted by the AEA Coordinator must have the support of the Principal (Primary, Middle or High School).
- Students who have appropriate assessments shared with the school will be placed on the appropriate tier of intervention; receive a case manager; be provided an Individualized Learning or Education Plan (where necessary) ; be monitored through the CST ; and receive academic counseling toward an alternative credential or modified diploma.
- Before submitting appropriate documentation for the modifications or arrangements to the assessment process, the school must obtain consent from the candidate and/or the candidate's parents or guardian.

IB Diploma Programme Coordinator:

- An application for inclusive access arrangements will be made on behalf of an IB Diploma candidate on a request form submitted by the IBDP Coordinator on IBIS.
- The IB coordinator and AEA team members are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB Coordinator and AEA team members are also responsible for providing inclusive assessment arrangements and requesting examination accommodations, especially for IB Diploma students who are undergoing external examinations. Parents/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The IB Coordinator and AEA team will work together with parents/guardians, students, the IB counselor, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP.
- Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student or parent who experiences adverse circumstances must contact the School Principal and IB DP Coordinator to seek information regarding the student's specific situation.

AEA Coordinator:

- Instructional and Program Management
- Provides leadership and vision to ensure continuous organizational development and improvement.
- Directs and manages the AEA Department to meet students' needs.
- Manages the planning, monitoring, and evaluation of the Department's operation.
- Ensures access to a balanced curriculum for AEA students.
- Ensures that student progress is evaluated on a systematic basis and that the findings are used to make the AEA program more effective.
- Ensures careful recording of student needs, actions taken, and outcomes and uses this to inform planning and future provision.
- Maintains and reviews the AEA enrollments.
- Participates in the registration/admissions process.
- Works closely with the Subject Leaders, IBDP Coordinator and school administration to develop and strengthen teacher strategies especially for students enrolled in the AEA Department.
- Participates in committee meetings to ensure the appropriate placement of students and the development of Education Intervention Plans for students.
- Interprets assessment reports and, when required, assists the AEA team in writing Individualized Education Plans based on recommendations.
- Implement effective feedback mechanisms to track student progress, or lack of it, shared between the class teacher, AEA team and CST.
- Communicates the BBS Inclusion Policy to the parents and ensures their continued involvement and support of the needs of the student.
- Upgrades and maintains the AEA resources in the school.
- Schedules meetings at the start of every academic year with class teachers (before school opens for students) and discusses the case file of all students receiving academic or counseling support.
- Establishes and maintains open lines of communication by conducting conferences/meetings with parents, students, and teachers concerning vital issues.
- Ensures that consideration is given to the wishes of the student and parent/guardian.
- Line manages the AEA Teachers.
- Collaborates effectively with school staff, families, external agencies, and AEA teachers for the purpose of planning, developing, implementing, maintaining, and evaluating educational services and/or programs.
- Recruits, hires, supervises, and evaluates AEA staff.
- Provides advice and guidance to AEA teachers and secures professional development for advancement of their skills.
- Coordinates various professional development activities for the school.

- Participates in professional learning opportunities as necessary.
- Assists school personnel in selecting and using instructional materials based on individual learning needs to access AERO and IB curriculum.

AEA Team Leader:

- Create and manage in-house AEA teacher documents (i.e. updating structure of Student Success Plan, email templates, teacher folders, teacher schedules, etc.)
- Works closely with the Subject Leaders through participation in bi-weekly subject leader meetings to develop and strengthen teacher strategies especially for students enrolled in the AEA Department.
- Communicate and remind AEA Teachers of roles and responsibilities, weekly plans, SSP expectations, etc.
- Input and organize all student data i.e. barrier removal, case manager, parent contact into the AEA Register
- Lead or co-lead teacher meetings for all teachers of AEA students for barrier removal, new students, etc.
- Mentor AEA teachers and general classroom teachers to provide guidance, resources, ideas and problem solving on AEA matters (i.e. best-practices, language to use when speaking to teachers about barrier removal, holding IEPs, etc.)
- Serve as a liaison between outside student service evaluator and AEA to develop research based practices for student intervention
- Collaborate weekly with AEACo to develop PD for school wide delivery, solve any issues or challenges, and monitor the progress of the program.
- Promote teamwork and motivate staff to ensure effective working relations by effectively communicating to ensure all staff are engaged, involved and informed of key priorities
- Participate and represent AEA in the school's curriculum committee
- Work with administration, Subject Leaders and staff to strengthen and develop the behavior intervention plans
- Safeguard and promote the welfare of students in AEA teacher database for all teachers
- Monitor teacher feedback to students to ensure quality and applicability.
- Be knowledgeable of best practices and current research in curriculum area(s).
- Be aware of the concerns of department members and bring those concerns to the attention of the administration.

AEA Teacher:

- Plans for appropriate provisions for all students enrolled in AEA.
- Supports the class teachers in differentiating the teaching plan to include not only the varied learning styles of the students in the class but also include accommodations for the learner.
- Implements research-based intervention specifically targeted to strengthen student abilities in either 1:1, push-in services, or small groups.
- Keeps weekly logs of student performance and observations as directed by the RAG Team.
- Monitors the academic progress of students enrolled in the AEA by recording their needs, actions taken, and outcomes, and that informs planning and future provision.
- Compiles quarterly reports using approved assessment data to report on student progress for report cards and/or update Education Intervention Plan notes and progress.
- Attends professional development and shares expertise with the AEA team and teachers.
- Devises provisions and accommodations to raise the attainment of students enrolled in the AEA who are struggling to meet their goals.
- Provides consultation to classroom teachers to promote achievement of AEA students regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of AEA students.

- Ensures that adequate access arrangements are in place and appropriate examination arrangements are made.
- Works alongside the counselors, teachers, and parents to ensure the smooth running of AEA services for the school including scheduling of services.
- Schedules team meetings and works cooperatively with team members and others in developing instructional goals, strategies, and progress of AEA students.
- Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of AEA students.
- Creates and implements an Education Intervention Plan for students who qualify for services.
- Serves as an advocate for the student, works alongside staff, and supports parents.
- Serves as primary contact for the parent.
- Communicates with parents regularly to foster relationships and strengthen student outcomes.
- Discusses with parents any changes to their child's educational development and grades.

Case Manager:

- Ensures that AEA services are provided to the student and makes a good faith effort to assist the child to be a productive and active participant in their education.
- Meets parents and establishes a mechanism to communicate with them (i.e. phone log, e-mail, etc.)
- Is responsible for progress reporting and overall communication.
- Advises general education teachers of student needs, accommodations and modifications.
- Assists classroom teachers with needed barrier removal.
- Communicates to classroom teachers the supports that are available for students, including study skills.
- Assists in the admission of the newly referred students and follows the process of induction.
- Assists in developing the schedule and communicating this to all AEA teachers.
- Establishes and maintains a student file.
- Completes all AEA reports
- Monitors student progress in general education classes
- Communicates all decisions, plans and policies to parents and team members and advocates.
- Communicates needs of the student's safety and welfare to all team members and counselors.
- Establishes ongoing communication with parents for student progress and/or concerns.
- Documents parent communication plan and establishes a system of documentation of contacts.

Parent(s)/Guardian (s):

- Disclose if there is a previous formal educational-psychological evaluation at the time of admission.
- Update the educational-psychological evaluation whenever requested by the AEA Coordinator or IBDP Coordinator.
- Provide documentation of IEP from previous schools.
- Participate meaningfully in the interventions and the procedures of the individualized educational plan of their child as guided by the AEA case managers.
- Inform the school if the student is on any medication and report to AEA and counselors of any traumas experienced by the student.

Student:

- In the course of their DP, the student is involved in subject choices. It's the student's responsibility to consider the range of information available to him or her, in order to make the best possible decisions for his or her success in the IB Diploma program.
- Records and reflects on how what they have learned has impacted their attitudes , behavior and learner profile.
- Reflects regularly on his/her inquiry process and on the actions he/she has taken at various stages of their development.
- Is responsible for completing the tasks or coursework to the best of their skills in the time allocated for its requirements.

Counselor:

- Nurtures, guides, and supports the social and emotional lives of students, providing guidance in social, affective and self-management skills one-on-one, in small groups, or with larger classrooms in conjunction with the teachers.
- Acts as a bridge between students and teachers/ and students and parents, working to create an environment where every student will have the tools they need to fulfill our school mission.
- Is available to students for personal, ethical, and social advice; to listen to the student's point of view; to help students deal with transitions (especially to IB Programme) and teach the student to advocate for him or herself.
- Develops and delivers lessons that cover the International School Counseling Association (ISCA) guidance curriculum standards.
- Collaborates with teachers to develop interdisciplinary lessons that cover some guidance curriculum standards.
- Meets up with individual students to discuss and help them develop an academic/career plan (reviewing standardized test scores and academic records, discussing strengths and areas of improvement, choosing the right elective courses, reviewing career assessment test results, etc.)
- Meets up with small groups of students to assist them with their plans, provide them with information about personal/social skills, graduation requirements, etc.
- Provides social and emotional counseling for students seeking help or stakeholder-referred students (making students aware of how they should process emotions, conflicts, etc.)
- Refers students to services/specialists outside the school when needed.
- Provides behavioral management plans when necessary.
- Shares expertise with the school members and parents to aid students in succeeding.
- Participates in professional development and provides in-service presentations and workshops.
- Participates in relevant school committees (such as Career Guidance Committee and Graduation Committee).
- Coordinates with the AEA Department and IB Coordinator to make sure that students are promoted to the next academic level.
- Organizes relevant fairs and coordinate college visits.

BBS Professional Development

BBS will ensure the AEA Department is adequately staffed to provide the necessary learning support for enrolled students. There are rapid changes in the field of Special Education Needs and the school is committed to keep the AEA staff abreast with new updates by offering them the opportunity to register for IB and Non IB training, either online or through face to face workshops.

The Inclusion Policy was updated on September 12, 2022 by the IBDP Coordinator, AEA Coordinator, Counselors, CST (Child Study Team), HS Principal, HS Vice Principal, Director of Academic Affairs and AEA Steering Committee. It will be used in conjunction with the school policies and IB documents for IB Diploma Programme candidates.

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