



Inclusion policy at SIEC



Inclusion Policy Soodeh International Educational Complex

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Introduction:

At SIEC we are committed to:

- Creating and inclusive environment where all students, regardless of their background, abilities or needs, feel valued, respected and supported
- We believe that diversity enriches our school community and that every student has the right to access a high-quality education in a safe and nurturing environment
- Our inclusion policy is designed to promote equity, celebrate diversity and provide support for all students to thrive academically, socially and emotionally

Inclusion Policy: Engage, Learn, Reflect

1. Engage:

- Description:

All students, staff, and parents participate in a nurturing and diverse learning culture

- Key points:

Participation in a safe educational environment

Emphasis on nurturing and diversity

2. Learn:

- Description:

SIEC transforms engagement into reflective academic excellence.

- Key point:

Focus on individual learners' needs

Preparation for further education



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3. Reflect:

- Description:

SIEC learners acquire new knowledge and skills through ongoing reflection and engagement.

- Key points:

Ongoing reflection

Acquisition of knowledge and skill

Goals:

1. create a safe and inclusive learning environment

Description:

every student feels a sense of belonging and acceptance.

Key points:

Safety with school environment

Inclusivity for all students

2. To promote respect, understanding and empathy

Description:

Foster positive interaction among students, staff and the wider school community.

Key points:

Encourage respectful behavior

Cultivate understanding and empathy



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3. provide support and accommodations for students with diverse learning needs

Description: including those with disabilities, English language learners and students with special educational needs.

Key points:

Accommodate disabilities

Support English language learners

Assist students with special educational needs

Key Principles:

1. Respect for Diversity:

Celebrate the diverse backgrounds, cultures, and identities

Foster mutual respect and understanding

Create an inclusive environment.

2. Equitable Access:

Ensure all students have equal access to educational opportunities and resources

Address individual needs and abilities.

3. Individualized Support:

Recognize that every student is uniqueness

Provide personalized support and accommodations

Help students reach their full potential.

4. Collaboration and Communication:



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Engage in open communication with students, parents and the wider community

Work collaboratively to support the inclusion

Support Services:

Special Education services:

Description: Tailored support for students with diverse learning needs

Examples: Individualized education plans, specialized instruction

Staff Training and Professional Development:

- Staff Training and Professional Development
- Commitment to ongoing for staff
- Equipping staff to support the diverse needs
- Create an inclusive classroom environment.
- Reporting and Accountability:
- Regular monitoring of inclusion policy progress
- Holding the school accountable for an inclusive and supportive

Mission:

- Aim to create lifelong learners
- Equips learners for a successful future as respectful and responsible citizens

Definition of Inclusion by the IB

- Ongoing process that aims to enhance access and engagement
- Identifying and removing barriers
- Collaborative, respectful, and problem-solving culture

Philosophy of Inclusion

- Every child's right to education
- Teachers as inclusion advocate



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Vision

- Ensure all students succeed and progress, regardless of their learning boundaries
- Address needs of students with learning differences
- Continually updated and improved resources

Provisions

Recognizing diverse learning differences (social, academic, personal/emotional, etc.)

Tailor materials and support to individual student needs.

Specific provisions: Accessibility

Legal Requirement:

1. Junior High School (Dabirestân دبیرستان اول دوره):
 - * Also known as middle school.
 - * Covers three years (grades 7 to 9).
 - * Students study a range of subjects during this period.
2. Senior High School (Dabirestân دبیرستان دوم دوره):
 - * The last three years are mandatory.
 - * Students can choose from theoretical, vocational/technical, or manual fields.
 - * Each program has its specialties.
 - * Upon completion, students receive a high school diploma.
3. Higher Education:
 - * To enter higher education, students need a high school diploma.
 - * They must pass the national university entrance examination (Iranian University Entrance Exam or Konkur کنکور), similar to the French baccalauréat exam.



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- * Universities, institutes of technology, medical schools, and community colleges provide higher education.
- * Different levels of diplomas include Fogh-e-Diplom or Kārdāni (after two years), Kārshenāsi (bachelor's degree), Kārshenāsi-ye Arshad (master's degree), and Ph.D. programs.
- * At Soodeh International Educational Complex secondary education consists of juniors and seniors as follows:
 - * Junior secondary school consists of grades 6 to 10
 - * Senior high school grades 11 to 12 which is compulsory for all students.
 - * Higher education: To enter higher education, students need a high school diploma.
 - * International students can get accepted from Pardis Sharif University, Pardis Tehran University, and Pardis Alameh University in Iran based on the transcript report and GPA, and also from the abroad university.

The academic year typically runs from September to June for a period of 9 months. During the summer season, our school offers a few courses for those who need

special educational needs and could not fulfill school expectations during the previous academic year or students who didn't achieve passing grades in the second semester, but most students enjoy a three-month summer vacation. Those students who don't pass any subjects which is 16 in MYP will be supported during the summer by a dedicated team to be prepared to attend the September exam to be able to pass the subject. Here's how the academic year is structured:

Academic year structure

1. First Semester (Fall):

Starts on the first day of Mehr (the first month of autumn in the Persian calendar)

Culminates in January

2. Second Semester (Spring):



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Begins in winter and ends in June.

During the summer season, school offers courses for students with special educational needs or those who didn't achieve passing grades in the second semester. Additionally, most students enjoy a three-month summer vacation. For students who haven't passed any subjects (which is 16 in MYP), a dedicated team supports them during the summer to prepare for the September exam and pass the subject.

Admissions Procedure:

Parents provide documentation about their child's background and needs during admission

If a need arises that cannot be met by the school, the student may not be admitted.

Responsibilities

Parents:

- Maintain open communication with teachers
- Support the child at home
- Ensure necessary provisions (e.g., ICT backpack, medication).

MYP Teachers:

- Differentiate instruction or use Universal Design for Learning (UDL) to support students with barriers
- Create suitable learning materials

Review and Revision:

- The inclusion policy will be regularly reviewed and revised to remain relevant and effective
- Collaboration with students, parents, teachers and administrators inform policy development.



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Learning Support Referral Form

Part A- Referring Teacher:

Student Name:		School ID Number:	
Mother Tongue:		Homeroom Teacher:	
Referral Date:		Health Concerns/Medication:	

Check Your Concerns

Time Management		Motivation		Reading Fluency	
Ability to Focus		Passive/Sleepy		Reading Comprehension	
Task Initiation/Completion		Motor Skills		Written Expression	
Organization		Processing Speed		Writing Fluency	
Social Skills		Communication		Math Calculation	
Anger Management		Oral Expression		Math Problem Solving	
Emotional Control		Listening Skills		High Ability	
Other:	Soodeh International Educational Complex				

Observations/Comments



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Student's Strengths

--

Notes or more strategies you have tried, comment on their effectiveness, and outline timespan of intervention

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Part B- Facilitated by a member of the leadership team.

Teacher Comments

Subject	
Teacher Name	Comments

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Learning Support Plan Goals MYP

Student Name:		School Year:	
Homeroom teacher:		Grade:	

Support Assistance provided for the following areas:		Type of Support:		
Literacy Skills	Written Language	In Class	Pull Out	
Mathematics	Study Skills	Other		
Key:	GA= Goal Achieved	MP= Making Progress	NR= Needs Reinforcement	NP= No Progress

Indicate at after each quarter progress towards the goal using the above Key.

Goal:	Soodeh International Educational Complex			
Objectives:	A	B	C	D

(Example of Goals)



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Goal:	Executive function and organization:
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Objectives:	A	B	C	D
(Sample) will participate in classes by maintaining positive visual and auditory attention, and by staying on topic when he answers questions or volunteer's information, with diminishing teacher prompts, as observed by teacher and counselor.				
(Sample) will create and maintain a "to do" list, including tasks, materials needed, and calendar with the help of the teacher, after that, X will make timelines for task and project completion.				
(Sample) X will ask for assistance from the teacher, counselor, or teacher if he has a clarifying question or does not understand directions, 80% of the time.				
(Sample) While tasks and units may be scaffolded to help (the student) approach grade-level benchmarks in core classes, X will produce required class tasks with increasing focus and independence and diminishing prompts from the teacher.				



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Goal:	(Sample) Will improve writing legibility and fluency, as well as typing rate, so that he can produce schoolwork by due dates with increasing independence and diminishing adult prompts			
Objectives:				
	A	B	C	D
(Sample) Will adjust grip on pencil to improve fluidity of writing, as well as skills such as holding a ruler steady, in order to improve his/ her confidence, proficiency, and frequency of class work across the curriculum.				
(Sample) will improve writing legibility and fluency, through tasks such as copying designs, words, sentences, paragraphs, math expressions, and multiple-step math problems, in class; and X will show evidence of transferring these skills in order to maintain X required math, humanities, science, art journals, and notebooks.				
(Sample) will practice and improve writing fluency, given timed prompts of increasing length (from 5 minutes in August to 20 minutes in May) in class.				

(Sample) When working on his laptop, X will use spell check and grammar check to edit contrived writing samples as well as his own work, with diminishing adult support.				
(Sample) Using handwriting or laptop, X will maintain a journal for monthly self-reflections on these LSP goals in order for him to track increasing confidence in his communication skills and growth in executive function skills to meet deadlines for required assignments.				



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Comments and Observations about Progress
1st NOTES: Parents will submit any new medical, cognitive, or speech language assessments done over the summer.
2nd NOTES:
3rd
4th

Parent: I acknowledge that this plan has been shared with me. I understand that students receiving support for longer than 1 year with minimal progress as documented by EIS may be required to seek an assessment from outside agency or professional.

Parent Signature:

DATE: