



SCORIS INTERNATIONAL SCHOOL-UGANDA



INCLUSION POLICY

each student through a child-centered, inclusive environment that promotes curiosity, innovation, and moral integrity. Our goal is to develop inquisitive, knowledgeable, and caring individuals who embrace diversity, act ethically, and strive for personal and academic growth

SCHOOL MISSION

To deliver world class education that promotes academic excellence and cultivates a community of dynamic, confident, curious, and reflective learners with a global mind.

SCHOOL VISION

To be a distinguished international school recognized globally for empowering students to develop strong global minds.

SCHOOL CORE VALUES.

1. Integrity
2. Compassion.
3. Open mindedness.
4. Innovativeness.
5. Equity.
6. Reflectiveness.

Purpose

This Inclusion Policy outlines a comprehensive framework for embedding inclusive education

within the core practices at Scoris International School-Uganda (SISU). The primary objective of this policy is to ensure that all students regardless of their backgrounds, abilities, or individual needs are granted equitable access to high quality learning opportunities and can participate fully and meaningfully in every aspect of school life.

This policy emphasizes the critical importance of implementing differentiation tailored to the diverse profiles of learners. It advocates the adoption practices that acknowledge and celebrate varied learner talents and abilities.

In addition, the policy also underscores the necessity of ongoing professional development for staff aimed at equipping teachers with the skills and knowledge essential for fostering an inclusive and supportive classroom environment.

Furthermore, it highlights the value of collaborative support systems that bring together staff, parents and the wider community working in harmony to cultivate inclusive learning space for all students.

Our overarching aim is to cultivate a school culture where every student feels valued, supported and empowered to realize their full potential within a diverse community.

Definition of Inclusion

SISU defines inclusion as a dynamic and ongoing process committed to enriching the quality of learning experiences for all students. It involves the proactive identification and removal of barriers to participation, engagement, and achievement.

Principles of Inclusion at SISU

SISU is dedicated to upholding a set of core principles that form the foundation of its approach to inclusive education. These principles guide in creating a learning environment where every student is valued, supported, and empowered to reach their full potential.

1. Collaboration.

SISU actively cultivates a culture of teamwork among staff, students, parents and other stakeholders in identifying student needs, developing targeted support strategies, and ensuring consistent implementation across the school community. We firmly believe that meaningful engagement with these stakeholders is essential for creating an empowering, supportive and inclusive learning environment in which every student can flourish academically, socially, and emotionally. We encourage our staff to share best practices, resources, and success stories through collaborative meetings and peer learning sessions. We encourage parents to share information regarding their children's unique needs and work collaboratively with the school to address such issues. This

collaborative environment promotes the exchange of effective inclusive strategies, fosters continuous improvement and enhances collective growth in delivering equitable education.

2. Equity.

SISU strives to ensure that all students have fair access to high quality education opportunities. We maintain zero tolerance to all forms of discrimination and work actively to remove all barriers that may hinder participation or achievement.

3. Individualized Support

Through the Learner Support Unit, SISU is committed to developing personalized support plans that include accommodation and targeted interventions tailored to each student's circumstances.

In addition, we have scribes who aid in reading and writing, while extra time is extended to learners with unique learners. The school also has organized time tables for extra classes, tutorials and guided revision to ensure appropriate scaffolding for every learner.

Curriculum and Instruction.

SISU teaching approaches incorporate differentiated instruction, diverse assessment tools, and a variety of learning materials. These strategies enhance accessibility for students with different learning styles, abilities, and language proficiencies as well as foster an inclusive classroom environment where all students can engage meaningfully. These strategies include.

1. Differentiated Instruction

Teachers are encouraged to employ differentiated instruction techniques to customize learning experiences. Teachers ensure that content, processes and outcomes are adaptable to the individual student's abilities and interests, allowing every learner to engage with the curriculum in a way that best suits their learning style.

2. Use of Assistive Technologies and Learning Aids

To enhance accessibility, we strive to integrate assistive technologies and multi-sensory learning aids into our classroom practices to support students with sensory impairments, learning difficulties, or language barriers, making learning more engaging and accessible for all.

3. Language Support

SISU recognizes that language proficiency is a cornerstone for academic achievement and

personal development. In our multicultural community, mastery of English is vital for accessing a wide array of educational resources, actively engaging in classroom discourse, and confidently expressing ideas across social and academic settings. To this end, SISU provides targeted support for students learning English as an Additional Language (EAL).

Mother tongue support

The school collects information of the linguistic background of every student which includes mother tongue, language(s) most used by the student and family, language proficiency, and previous language of instruction to plan for continued linguistic support as per the SISU language policy.

We support learners in maintaining their mother tongue through informal language acquisition, inter-learner interaction, and where possible, self-taught initiatives. On events such as Cultural Day, Drama and Music festivals, learners are encouraged to use their mother tongues in presentations and showcase the wealth and diversity of traditional items, dances, dress and music from their respective home countries and local cultures.

4. Alternative Assessment Methods

Where appropriate, in school-based assessments we provide alternative assessment options to measure progress and accommodate students' unique needs. These may include oral presentations, project-based assessments, or portfolio work. The purpose of this is to ensure that assessments are fair, inclusive, and reflective of each student's strengths.

5. Staff Development

To foster a culture of inclusivity, SISU is committed to ongoing professional development for all staff members.

We offer regular workshops focused on inclusive education strategies for supporting students with Special Educational Needs (SEN) and to respond to the culturally responsive pedagogies. These Professional Development opportunities equip staff with up-to-date knowledge, practical skills, and innovative approaches to meet diverse learner needs.

6. Learning Environment

At SISU we foster a learning environment that encourages learners to take ownership of their

educational journey, confidently identify their needs, seek appropriate support and a collaborative community where students uplift and learn from one another, enhancing mutual respect. The inclusive environment is supported by:

- a) All school facilities and classrooms are physically accessible to accommodate students with diverse needs. This includes elevators, accessible restrooms, and adaptable furniture, creating an inclusive space where every student can participate fully.
- b) We foster a positive school climate by creating a welcoming atmosphere that celebrates diversity through culturally responsive displays, events, and activities that honor different backgrounds, perspectives, and the different languages taught and spoken.
- c) We embed social-emotional learning (SEL) into daily practices to nurture empathy, foster understanding, compassion and resilience to help students navigate challenges and to build a positive and inclusive classroom culture. All Key Stage Three students learn these virtues through subjects like Wellbeing and Psychology at Key Stage Five of GCE.

Admission and Enrolment

- a) SISU maintains an inclusive and equitable admission process that aligns with values of diversity and accessibility. We admit students from a wide range of backgrounds, including those with special educational needs or language differences.
- b) Our admission process is transparent, fair and designed to thoughtfully evaluate each applicant's unique talents, aspirations and potential.

Role of the Learning Support Unit

Central to the implementation of inclusion is the Learning Support Unit, which coordinates evaluations once a need is identified. This involves conducting detailed diagnostic assessments to determine the nature and extent of the student's needs.

Based on assessment outcomes, the unit develops support plans that are tailored to each student's challenges, targeted interventions and instructional strategies designed to facilitate the student's learning and well-being.

Management of Inclusive Assessment Arrangements (IAA) for DP Students

1. The school will implement a comprehensive process for applying for Inclusive Assessment

Arrangements (IAA) for students and facilitate timely submission of requests.

- a) From the onset of the academic year, the school shall identify students who may require Inclusive Assessment Arrangements (IAAs) based on their individual needs, assessments, and support plans. This early identification will allow sufficient time for the preparation and submission of requests.
- b) The Learning Support Unit shall collaborate with classroom teachers and relevant specialists to compile comprehensive documentation that substantiates the need for IAAs. The documentation shall include recent diagnostic assessments, individual support plans and evidence of the student's needs.
- c) All supporting materials regarding requests for Inclusive Assessment Arrangements (IAA) must meet the following criteria:
 - i. All evaluations submitted in support of IAAs must be conducted by qualified, licensed professionals with demonstrated expertise in diagnosing learning behavioural, or health-related conditions.
 - ii. Evaluations should have been conducted within a period not exceeding three years prior to the student's final examinations.
 - iii. The school will verify the dates of all evaluations to ensure that documentation is recent and valid, providing updated assessments as needed to accurately reflect the student's current needs.
 - iv. Reports must include essential information for approval, including; the evaluator's full name, professional title, credentials, and contact details.
 - v. Comprehensive diagnostic information, including a definitive diagnosis or detailed description of the condition (e.g., ADHD, autism spectrum disorder, physical disabilities, or other health conditions).
 - vi. Confirmation that diagnosis aligns with recognized standards.

2. Role of the DP Coordinator

The responsibilities of the DP Coordinator related to IAA entail the following:

- a) In collaboration with the Learning Support Unit, the DP Coordinator will be responsible for preparing and reviewing all IAA requests.
- b) The Coordinator shall be responsible for communicating directly with the IB regarding all aspects of access arrangements, including providing supporting documentation, submitting requests and responding to IB feedback to ensure timely approvals.
- c) The DP Coordinator must submit all IAA requests to IB via IBIS at least 6 to 18 months prior to the scheduled examination time.
- d) The DP Coordinator shall ensure that all relevant teachers are fully informed of the approved accommodations to guarantee consistent and accurate implementation during both internal and external assessments.
- e) Oversee ongoing compliance with assessment accommodations. This includes arranging for training and guidance to invigilators and teachers on administering accommodations, provision of appropriate tools and upholding IB assessment security.

Modification of Assessment Standards and Criteria

In adherence to IB policies, all students enrolled in the IB DP are assessed against the same IB assessment criteria and learning outcomes. The rubrics, grade boundaries, and success criteria shall remain consistent for every student, regardless of the differentiated instructional methods applied.

Modifications to assessment content, expectations, or standards are strictly prohibited for students pursuing the IB Diploma as any such modifications and violate IB regulations.

Policy Review and Updates

The inclusion policy will undergo a formal review at least once every two years to ensure its relevance, effectiveness, and compliance with current educational standards, legal frameworks and best practices.

Significant changes within the school community, emerging research, or stakeholder feedback may prompt updates to the policy. These revisions will only aim at strengthening inclusivity, address newly identified needs and incorporate innovative practices.

References Documents

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