



Bishkek International School

Learning Diversity & Inclusion Policy

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Preface

Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see www.ibo.org

International Baccalaureate 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 programmes 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”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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1. Introduction

The aims of the learning diversity and inclusion policy are:

- To clarify learning diversity and inclusion provision at BIS;
- To ensure that any special requirements are identified early, assessed, and provided for where possible;
- To create a welcoming environment for each student accepted by BIS;
- To clarify staff roles and responsibilities.

2. Definition of Learning Diversity and Inclusion Requirements

A student has a significant learning diversity and inclusion requirement if they:

- Have significantly greater **ability** in learning than the majority of students in their age group; or
- Have significantly greater **difficulty** in learning than the majority of students in their age group; or
- Have a disability which prevents or hinders them from making use of an educational facility of a kind generally provided for students of the same age within the school; or
- Have a disability which prevents or hinders them from learning or performing compared to students of the same age within the school.

A student is not regarded as having a learning diversity and inclusion requirement because they need English Language Acquisition support. Language support is covered in the BISL Language Policy.

3. Philosophy and Provision

BIS supports the provision of inclusive education and welcomes all students without regard to exceptional ability or disability or special educational requirements, provided that there are good prospects of meeting the student's requirements without unduly prejudicing the education and welfare of other students. Within this general philosophy, as a relatively new and small non-profit community school, BIS has limited resources to support students with significant disability or with specialised educational requirements at this time. The physical premises at BIS are designed to support a wide range of students and can accommodate wheelchair access on all floors of the main building.

BIS has many experienced educators who are used to dealing with students of varied ability and backgrounds. All educators provide differentiated learning according to a student's ability and this is facilitated by small class sizes and Co-Teachers in each preschool and primary class. Differentiated learning acknowledges that:

- Students have different educational and learning requirements abilities, profile and aspirations;
- Students gain knowledge and skills at different rates through different learning styles;
- Students are all capable and unique and are lifelong learners;
- Differentiation and building on existing skills promote effective learning.

BIS has a Learning Diversity, Inclusion and Counselling (LDIC) Department, comprising the LDIC Coordinator, 3 Learning Diversity and Inclusion Specialists and 3 School Counsellors. This team is available to assist in student assessment and the design of Individual Education Programmes (IEP), however they do not have all the professional skills required to cover all potential students, hence external professionals may be required in some cases. In these cases, BIS will either recommend that parents organise such assessments themselves or that parents cover the cost of external assessment if arranged by BIS.

More information on the specific testing and support provided by BIS is given in Annex 1.

For Counselling provision, please see the BIS Counselling Policy.

4. Assessment of and Support for Learning Diversity and Inclusion Requirements

During the admission application process, any known educational, social-emotional, physical, sensory, or medical requirements must be fully disclosed in detail. Any psychological reports and/or any additional academic support the applicant has received in the past (e.g. diagnostic assessments, psycho-educational evaluations, Individual Education Plans and tutoring) must be disclosed at the time of application for admission.

Either at the time of application to join BIS, or at any time that education staff recognize a possible issue with academic and/or behavioural requirements for enrolled students, the relevant Assistant Principal may request assessment by the Learning Diversity and Inclusion Team or by an independent Educational Psychologist or for health problems by appropriate health professionals, e.g.: Doctor, Occupational Therapist, Speech Therapist, Physiotherapist. The cost of any independent testing and reporting is the responsibility of the family. This assessment applies equally to students who are being assessed for significantly greater **ability** in learning than the majority of students in their age group; or those assessed for significantly greater **difficulty** in learning than the majority of students in their age group; or being assessed for educational adaptations required for any disability. No student will be placed in a different year group from that decided by birth date, or prior grade in another school, or given an Individual Education Plan, without first completing assessment under the guidance of the LDIC Coordinator. AssistantAfter assessment, the LDIC Coordinator will allocate each student to a group based on the type of support services required, as described in the table below.

Group	Support Services Required
0	Students require no additional services beyond English Learning Acquisition (ELA), counselling, regular differentiated classroom instruction, and/or slight modifications to the physical learning environment to accommodate physical, sensory, and/or medical requirements.
1	Students without an Individual Education Plan (IEP) who receive differentiated instruction within the regular education classroom in consultation with the LDIC Coordinator.
2	Students have an IEP and/or ISP and are actively monitored by the Learning Diversity and Inclusion Team but are accommodated within the classroom by the teaching staff.
3	Students have an IEP and/or ISP and are actively monitored and accommodated within the classroom but also receive scheduled support time in-class from a member of staff with guidance from the LDIC Coordinator.

Group	Support Services Required
4	Students have an IEP and/or ISP and are actively monitored and accommodated within the classroom but also require a moderate amount of additional support to access the learning at a level that remains within the school's capacity to provide. For example, frequent scheduled pull-out support and/or moderate amount of in-class support from a trained member with guidance from either the LDIC Coordinator or another trained member of staff.
5	Students require services which cannot readily be provided by BIS including: significant classroom monitoring; modification of the general curriculum; intensive one-to-one support

An Individual Education Plan (IEP) is a detailed plan that sets out targets and strategies to help a student learn. An Individual Student Profile (ISP) is to ensure that those who interact with a young person on the LDI register have the key information they need to do so appropriately and effectively. Depending on their individual needs and goals, a student recognised as having a learning profile outside the normal range may have either an ISP or an IEP or both.

BIS is normally able to accommodate students up to Group 4; however, students in Groups 3 and 4 may have additional costs to be funded by the student's family.

Students who are assessed as being in Group 5 can only be accommodated at BIS if, at the discretion of BIS, it is possible to provide appropriate specialised support for the student with a full-time dedicated member of staff, employed by the school but funded by the student's family.

Students in groups 1-4 and students in group 5 who have agreed additional support to enable them to be accommodated at BIS will be reviewed regularly to ensure the appropriate level of support is in place.

Most students will be in Group 0 or Group 1 and receive appropriate support in the classroom through differentiated learning. However, if a student has a prior diagnosis of learning differences or impairment, or if despite the normal provision of differentiated learning a student shows little or no overall progress in learning or has difficulty in developing key skills, or shows emotional or behavioural difficulties which cannot be managed within the class; the LDIC Team will prepare an Individual Education Plan (IEP) in consultation with Form Teacher, Subject Teachers and the relevant Assistant Principal. The plan will be agreed wherever possible, with the involvement of parents and the pupil, depending on the student's requirements and particular circumstances. The IEP will show the short-term targets set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

The IEP will be shared with parents and the Form Teacher and Subject Teachers so that all parties work together to support the student. Assessment analysis as related to the learning of the child will be made available to teachers alongside recommendations for support strategies to help the student access the curriculum more easily.

The IEP will not disclose confidential information about the student assessment which will only be made available to the relevant Assistant Principal or Head of School, the LDIC Coordinator and the parents/guardians of the student.

Inclusive Assessment Arrangements for Cambridge IGCSE Students

Cambridge Assessment International Education recognizes the need for learning diversity and inclusion, as outlined here: <http://www.cambridgeinternational.org/images/271195-special-educational-needs.pdf> and provides access arrangements for students with particular requirements, for example, the use of a scribe, or modified papers or extra time as described here: <http://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-1-preparation/access-arrangements/>

Requests for special access arrangements must normally be made in December of the year before IGCSE exams, which take place in April/May/June of the following year.

Inclusive Assessment Arrangements for IB Diploma Students

The IB Diploma Programme allows all candidates to take examinations under conditions that are as fair as possible. Therefore, where standard examination conditions and assessment procedures would put candidates with special educational requirements at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorised.

Candidates eligible for inclusive assessment arrangements are those with individual requirements such as:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Any reasonable adjustments for a particular candidate pertaining to his or her unique requirements will be considered, as described in the IB publication "*Candidates with Assessment Access Requirements*" (updated July 2014) available to download here:

http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpvyv_vmx_1409_1/pdf/assessmentaccessrequirements_e.pdf

The Head of School together with the DP Coordinator may authorise some specific special examination arrangements without prior authorization from the IB Assessment Centre. These possible arrangements are listed in the IB publication. Other arrangements require prior authorization from the IB Assessment Centre well in advance of assessment and require supporting documentary evidence with the request, including medical/psychological/psycho-educational documentation and at least one piece of educational evidence. Such assessment may need to be sourced externally and therefore funded by the child's family.

5. Responsibilities for Learning Diversity and Inclusion Provision

5.1. The relevant Assistant Principal will:

- Raise staff awareness of the requirements of students identified with special educational requirements;
- Advise parents on this policy and its application during the admissions process and before any assessment of a student for special educational requirements.
- Provide resources for the implementation of the policy.

5.2. The Learning Diversity, Inclusion, and Counselling Coordinator will:

- Provide training for staff to successfully implement and support differentiated learning and the LDI policy;
- Assess any students who may have special educational requirements and involve different professionals in this assessment as required;
- Prepare Individual Education Plans (IEPs) and Individual Student Profiles (ISPs), as required, with

support from other staff;

- Support teaching staff in implementing IEPs, monitor progress and amend plans as required;
- Provide training for staff to successfully implement and support differentiated learning and the LDI policy;
- Make recommendations to the Head of School for any changes required in student or teaching arrangements or resource allocations.

5.3. For the IGCSE Programme, the IGCSE Coordinator will:

- At enrolment, advise parents on the suitability of the IGCSE programme for their child and (in discussion with subject teachers and Cambridge Assessment International Education as appropriate) ensure that course selection is appropriate for any candidate with known special educational requirements;
- Work collaboratively with the LDIC Coordinator and other staff to support students with special requirements;
- Work with the LDIC Coordinator and subject teachers to design an Individual Education Plan for IGCSE students with special educational requirements or students who are struggling;
- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualised, planned, evaluated and monitored;
- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate's challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.
- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Communicate with Cambridge Assessment International Education about any candidates with special assessment requirements, in accordance with Cambridge Assessment International Education "Access Arrangements".

5.4. For the IB Diploma Programme, the IB Diploma Coordinator will:

- At enrolment, advise parents on the suitability of the Diploma Programme for their child and (in discussion with subject teachers and the IB Assessment Centre as appropriate) ensure that course selection is appropriate for any candidate with known special educational requirements;
- Work collaboratively with the Learning Diversity, Inclusion, and Counselling Coordinator and other staff to support students with special requirements;
- Work with the Learning Diversity, Inclusion and Counselling Coordinator and subject teachers to design an Individual Education Plan for Diploma students with special educational requirements or students who are struggling;
- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualised, planned, evaluated and monitored;

- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate's challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.
- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Work with the Learning Diversity, Inclusion, and Counselling Coordinator to communicate to IB about any candidates with special assessment requirements, in accordance with the updated version of the IB publication "*Candidates with Assessment Access Requirements*".

5.5. All BIS teaching staff:

- Are committed to students and their learning:
 - Understand how students develop and learn (cognitively and socially) and with different learning styles;
 - Recognize individual student differences in abilities, interests, and prior knowledge and adjust practice accordingly, including for students who have learning differences;
 - Treat all students equitably and give them the same opportunities to learn no matter what their differences are.
 - Know the subjects they teach and how to teach these subjects;
- Generate multiple paths to knowledge through differentiating activities and assessments and using a problem-solving perspective;
 - Encourage students' engagement and motivation;
 - Regularly assess student progress through assessment, monitoring, grading, and reporting, and encourage students to self-assess and/or reflect on their learning;
 - Provide regular feedback to students through face-to-face discussion and meaningful assignment marking procedures;
 - Reflect on student difficulties and take responsibility to help students succeed.
 - Reflect and think about their practice and learn from experience:
 - Choose wisely for curriculum organisation, time management, and educational tools; Seek the advice of others and draw on education research to improve teaching practice.
- Identify students who are struggling and work with the Learning Diversity, Inclusion, and Counseling Coordinator as required:
 - Assist the Learning Diversity, Inclusion, and Counseling Coordinator in assessment and design of Individual Education Plans;
 - Implement appropriate interventions and recommendations;
 - Maintain accurate records of student progress;
 - Report concerns to the Learning Diversity, Inclusion and Counseling Coordinator when appropriate.

5.6. Parents/Guardians Responsibilities

Parents or Guardians of children with learning diversity and inclusion requirements are treated as

partners by BIS and are expected to:

- Play an active role in their child's education in partnership with the school;
- Communicate all relevant information and documents regarding their child's special educational requirements with the school.

5.7. Student Responsibilities

The views of individual students are an important component in deciding on any provision and any IEP.

Students are encouraged to:

- Express their feelings and their requirements;
- Ask for information and support;
- Indicate their own choices;
- Participate in relevant discussions about their requirements and any IEP.

Annex 1: Specific Learning Diversity and Inclusion Provision at BIS in 2024/25

The Learning Diversity, Inclusion, and Counseling Department's roles include:

- Providing support and professional guidance for all staff working with children;
- Advising on matters of effective learning;
- Advising teachers on a range of teaching strategies and resources where progress has slowed and quality first teaching and wider teaching strategies have not been effective in ensuring progress;
- Advising on specific learning difficulties;
- Assessing learners with multiple barriers to learning for a specific set of learning disabilities;
- Assessing learners with exceptional ability to ensure appropriate learning provision;
- Providing psychological counseling for students as required, as described in the Counseling Policy.

The department can:

- Assess for specific learning difficulties (including dyslexia and dyslexic tendencies) and provide class teachers and parents with a full diagnostic report including strengths and weaknesses as well as recommendations for support.
- Provide additional information such as screeners for external services (see below) but no diagnostic assessment.
- Provide fact sheets and advice for teachers to help support any children with suspected cases/tendencies in the classroom in line where a full diagnosis has not yet been made.

The LDI Department uses the following standardised assessments to inform all parties involved and to have data as evidence in the IEP and learning process.

Assessment	What it tests	Age range
TOWRE	overall reading ability	6 years old to 24 years, 11 months
WIAT-III-T UK	reading comprehension, accuracy, fluency and spelling skills	4 years old to 25 years and 11 months
CTOPP2	phonological awareness, phonological memory and working memory recall;	5 years old to 24 years and 11 months
WRIT	verbal and visual intelligences	4 years old to 85 years old
TOMAL2	memory and learning abilities	5 years old to 59 years old

The TOWRE is used at the start of each academic year to measure baseline ability in reading across the school. The assessment will be repeated after 6 months to check progress.

The WIAT-III-T, WRIT, CTOPP2 and TOMAL2 are used to evaluate underlying ability when investigating if a student may have a specific learning difficulty. Before administering these tests, parental permission must be obtained.

The following services are also available from external providers in Bishkek:

- Assessment for ASD/ASC (Autism);
- Assessment for ADHD/ADD.

The department does not provide tutoring or catch-up intervention for students who are below grade expectations due to knowledge deficits and/or absences, and this provision is arranged separately via Assistant Principals.