

Inclusion Policy

IBDP 2025-2028

German International School Riyadh (DISR)

Document prepared by

Leonard Hanke, June 2024

Document finalized by

Head of School, IBDP Team, September – November 2024

Next review

End of the school year 2027-2028

Zertifizierte "Exzellente Deutsche Auslandsschule", IB-World School

Anerkannte Deutsche Auslandsschule: Kindergarten, Primarstufe, Sekundarstufe I & II, „Gemischtsprachiges International Baccalaureate“

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Preamble

German schools abroad are schools of diversity by definition. They are places where students of very different cultural and social backgrounds are learning together successfully. Heterogeneity is being considered enrichment. The entitlement of all people to barrier-free access to education, whether they suffer from disabilities or not, has been established by the UN Convention on the Rights of Persons with Disabilities (13.12.2006), acceded by the Federal Republic of Germany (26.03.2009). The convention formulates the claim that this principle be implemented in an inclusive school system by all signatory countries. As a consequence, hereof and in accordance with the resolution of the “Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany” (KMK, 20.11.2011) this applies likewise to German schools abroad. In §9 (1), 7 of the German Schools Abroad Act the requests that the schools develop conceptions for establishing and extending inclusive teaching. As a German school abroad, the German International School Riyadh undertakes to fulfill this demand.

Some students may have, temporarily or permanently, special needs. These may be caused by challenges in their:

- individual learning process
- social behavior
- physical condition

We reduce barriers that may impede access to education and the participation of students with special needs.

1. The school admits students with special needs

The head of school makes the decision on the admission of a pupil. When considering students with special needs who apply for admission, the head of school is seconded by a group of pedagogical staff – class teachers, IB coordinator, educational psychologist if applicable, and special educational needs experts. The parents of the student in question are included in the admission process. They present a complete educational

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CV of their child as well as any documents such as medical certificates and experts' opinions that may validate the issue. Confidentiality has to be ensured.

Binding agreements on the schooling of the child are made between the parents and the school that constitute the basis for the student's admission to the school and his/her attendance. These agreements are revised in a continuous and cooperative process and adjusted in case of need.

Should special needs arise during the school year of a student who had been admitted previously, arrangements are made accordingly. The local conditions of Saudi-Arabia as our host country have to be taken into account, e.g. with regard to compulsory education.

2. Teachers receive qualification for inclusive education

Qualification for inclusive work has two dimensions in every school: On the one hand, dealing with heterogeneity should be further developed within the framework of general teaching and school development; on the other hand, teachers need to be professionalized with the aim of barrier-free learning for concrete pupils with the special needs mentioned above.

Measures of teaching improvement and school development can be:

- furthering educational communication by team building
- developing a differentiated feedback culture
- developing processes for documenting individual performance evolution (see also 4)
- attending organized training courses

Measures of professionalization can be:

- obtaining expert knowledge on special education and acquiring related competencies

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- setting up local networks (involvement of local furthering programmes etc.)
- familiarization with legal frameworks and support structures in the country of domicile
- the special needs teacher organizes internal workshops for all teachers

3. The assessment of students' performances takes into consideration the individual attainment capabilities of students with special needs

In differentiated education students receive individual feedback on their learning progress. In order to meet the requirements of inclusive assessment, arrangements can be used to compensate for the disadvantage. Those arrangements include

- more time allowed for completion of a task.
- modified examination papers.
- providing a special examination room.

The process of granting compensation for disadvantages at Deutsche Internationale Schule Riad:

3.1 Compensation for disadvantages in junior secondary school and final exams

According to the German system in junior secondary school, there are three educational levels realized at DISR: Hauptschule (corresponds roughly to general junior high), Realschule (modern secondary), or Gymnasium (preparing for senior secondary academic school) where special arrangements may apply.

3.1.1 Needs

In case-by-case decisions, students with special needs can be granted compensation for disadvantages that may consist of the following components:

- organizational measures
- didactic-methodical measures
- compensation for disadvantages in assessments

Compensation for disadvantages requires a proof in form of a medical report handed in by the legal guardians. In junior secondary education, the single-case decision is made by the competent delegate of KMK in the basis of the application and Head of School's opinion.

It is a basic rule that any measures taken in order to compensate for a specific disadvantage must not change the demand of an assigned task. The final exam certificate does not mention the grant of compensation for disadvantages.

3.1.2 Measures

The following measures of compensation for disadvantages are listed for information purposes and not considered to be exhaustive:

Schools organizational measures for everyday school life:

- voluntary help from classmates (student sitting next, assistance when changing rooms)
- identification of a responsible contact teacher ("mentor")
- information and advice to the class teachers (on the type of furthering need, on measures of compensation for disadvantages, on training courses, etc.)
- information and advice to parents and classmates
- appropriate integration during school events (e.g., field trips, class excursions, celebrations)

Didactic-methodical measures:

- calm and positive atmosphere in class

- speaking distinctly and articulated at a normal volume
- reinforces visualization and verbalization, respectively, of lesson contents,
- providing for increased time requirements

Schools' compensation of disadvantages in assessments:

- formulation of tasks in writing and viva voce
- use of suitable templates (e.g., enlargements)
- additional time for completion, up to 50 percent
- allowing for reduced resilience in examination situations

The school must include documentation on compensation measures taken to date when filing an application for compensation of disadvantages with regard to assessment to the competent delegate of KMK.

3.2 Compensation for disadvantages in IB final exams

3.2.1 Needs

Students with special educational needs can be granted inclusive assessment arrangements in a case-by-case decision that can be composed of the following measures:

- Organizational measures
- Technical aids
- Didactic-methodical measures
- Compensation for disadvantages by special performance assessments arrangements.

IBO procedures for application are stated explicitly: 'Requests for inclusive assessment arrangements must be submitted six months prior to an examination session.' (Candidates with assessment access requirements, 2009) 'To submit requests for access arrangements, two forms of supporting documentation are required

to be uploaded to the online application ` Request of inclusive assessment arrangements. ` The first document is a psychological/psycho/educational/medical report from a psychological or medical service and the second is educational evidence from the school. ` (Candidates with assessment access requirements, 2009).

3.2.2 Arrangements

Possible measures that can be granted in the Final Exams.

- Access to modified papers (enlargement, papers in Braille, simplification of language).
- Access to additional time (up to 50%)
- Access to writing (computers, word processor with spell checker)
- Access to calculators (for non-mathematical subjects)

References:

(1) Admission Policy of Deutsche Internationale Schule Riyadh

(2) Candidates with assessment access requirements, IBO 2009, updated July 2014.

(3) Inclusion Policies from German Foreign Schools in Jeddah (KSA), Ho Chi Min (Vietnam), Doha (Qatar), Addis Abeba (Ethiopia) and Sharjah (UAE).

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