The Aga Khan Academy Mombasa
Inclusion Policy

"A cosmopolitan ethic is one that welcomes the complexity of human society. It balances rights and duties, freedom and responsibility. It is an ethic for all peoples, the familiar and the Other, whether they live across the street or across the planet."[1]

"Pluralism means not only accepting but embracing human difference. It sees the world's variety as a blessing rather than a burden, regarding encounters with the "Other" as opportunities rather than as threats. Pluralism does not mean homogenization - denying what is different to seek superficial accommodation. To the contrary, pluralism respects the role of individual identity in building a richer world."[2]

1.0 PURPOSE

The Aga Khan Academies are committed to the development of inclusive internationally minded communities in which all members are supported to achieve their potential. The Academies define 'inclusion' as an environment that allows everyone to participate fully, irrespective of their abilities or circumstances by identifying and removing barriers to learning. Differences encountered in the Academies' network include, but are not limited to, those connected to gender, language, ethnicity, socio-economic background, culture, and ability. The Inclusion Policy sets out the rights and responsibilities of those who study and work within the network, to ensure that the environment is one that values all members of the community and creates an enabling environment for their growth.

Inclusion, by its very nature, involves the acceptance of difference and the desire to do what is right for others. As we develop the IB attributes in our student and encourage them to be ethical and pluralistic leaders we prepare them to build inclusive communities within their countries; it is essential that the same inclusion and respect for others is explicitly modelled for them in the Academies' network.

2.0 UNDERLYING PRINCIPLES

With respect to inclusion, the Aga Khan Academy Mombasa adheres to the following beliefs and principles.

1. All individuals have the potential for growth and learning.
2. Self-esteem is a vital prerequisite to effective learning.
3. Diversity is a strength, and differences within the Academies' network and communities should be celebrated.
4. We are committed to meeting the needs of individuals to ensure that they can achieve their potential.
5. Students are at the centre of our thinking, and actions should be taken based on what is best for the individual student, within the capacity of what the Academy can provide.
6. Barriers to the inclusion of individuals and groups should be identified and, where possible, removed.

---

[1] Address of His Highness the Aga Khan to both Houses of the Parliament of Canada in the House of Commons Chamber. Ottawa, Canada.
27 February 2014

[2] Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta. Alberta,

[3] This document was written in 2019 and therefore draws on the revised IB Standards and Practices for use from the 2019-20 academic year.

Feb 2023

7. Students should be given equitable access to resources and facilities.
8. Every member of an Academy community should have a voice in the development of the school.
9. It is the responsibility of every teacher to promote inclusion and ensure that teaching and learning meets students' individual needs.

3.0 POLICY STATEMENT

The Academy follows the recommendations of the International Baccalaureate (IB) and ensure compliance with IB Standards and Practices3. The IB identifies four areas as being essential to the development of an inclusive educational community:

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending Learning

The Inclusion Policy is shared by the Academy with all members of the school community and support is provided to facilitate its effective implementation.

Link to AK Strand – Pluralism, Ethics
IB Learner Profile – Caring, Principled, open minded

4.0 BUILDING AN INCLLUSIVE COMMUNITY

The Academy actively works to eliminate all forms of discrimination in their school communities. The Academy Leadership promotes and models pluralistic values and behaviours, and provides Professional Development for all staff in this area. The Academy explicitly teaches inclusion and respect for difference, and celebrate diversity, both in the classroom and in the wider community through the AK Strands Ethics, Culture and Pluralism and IB Learner Profile Attributes – Open mindedness, principles and caring

Through a holistic curriculum, the Academy provides explicit opportunities for students to explore and affirm their own identities, in ways which build their self-esteem. The Academy curriculum explicitly values students' prior knowledge and experiences.

The Academy has structures are in place to seek the ideas of all members of the school community and value their points of view. There are opportunities for meaningful participation in decision making for all groups in the Academy community formally through the Student Representative Council and the Parent Association and informally in a day to day basis.

There is explicit recognition of the interconnectedness and interdependence of members of the Academy community and wider Academies' network, and the importance of these relationships, through the curriculum, events, publications and communications.

Feb 2023

5.0 PROVISION FOR STUDENTS WITH ADDITIONAL NEEDS

The Academy provides inclusive and equitable education for all students regardless of their abilities or needs. It is the responsibility of the Senior Leadership team to work with teachers, students and parents to put processes in place to identify students who need support and put support in place where necessary so that all students can be successful. The physical environment enables students and staff with physical challenges to study and work effectively at the Academy and the Academy can provide transport for wheelchair users when required.

Junior School Learning Support Unit

The Learning Support Unit in Junior School includes staff with both the specialist training and knowledge of how to support students' individual needs, and the capacity to develop other teachers' understanding and skills with specific information and strategies to support individual students' learning needs. Learning Support staff facilitate assessments of students' needs (either internally or through external support). Learning support structures are clearly documented and are understood by students, teachers and parents. There are clear protocols for communication with students and their parents on matters relating to learning support.

Baseline and ongoing data is used of to identify additional support needed for individual students in PYP, MYP and DP. All teachers should understand students' learning needs and are able to differentiate teaching to accommodate these.

The Academy has a documented system for developing Personalised Learning Plans (PLPs) for Junior School students with identified needs, which include input from students, teachers and parents, and which determine:

o students' individual challenges;
o students' social, emotional, cognitive and sensory needs (as appropriate);
o the accommodations to be made by the classroom teacher;
o recommended strategies to be used by the classroom teacher and parents;
o parental support;
o timelines for implementation and review.
o short, medium and long-term goals.

Support by the SSU teachers can be push in or pull out depending on the level of support required.

Senior School student support
Student progress is tracked and monitored by the Senior Leadership team and every Semester, using grade and baseline data, students not meeting expectations are identified for additional support by teachers. A tracking document is used to identify the strategies in use for this additional support which may include meeting with a student outside of class, setting shorter deadlines, chunking work, additional resources etc.

Feb 2023

Pastoral Care

Led by the Head of Student Support and Wellbeing in the Senior School, and the Student Support and Wellbeing coordinator in the Junior School pastoral care systems are in place to ensure that students' academic, social, and emotional well-being needs are identified and met. Student development is monitored by the mentors/residential parents and home room teachers who raise any issues identified. Heads of year in Senior School monitor identified students.

Support services available locally and nationally can be drawn upon to find expertise that goes beyond that of the School Psychologist/ Learning Support department (eg. educational psychologists, counsellors, speech therapists etc.).

Support for high achieving students

The Academy provides inclusive and equitable education for all students regardless of their abilities or needs. and as part of this commitment, we make every effort to also support and challenge higher-achieving students across all programs.

The following tools may be used to triangulate information to identify potentially high achieving students:

1. Use on CEM tools to compare performance with potential.
2. Use of diagnostic tests such as the WISC-V
3. Informal identification- setting challenging curriculum tasks that require higher-order thinking and independent inquiry and observe responses
4. Teacher's judgement
5. Peer-group nomination or self- nomination
6. Parental case report

The Academy recognises that potentially able students may underachieve due to unmet needs, such as physical or sensory deprivation, specific learning difficulties (dyslexia and dysgraphia), Asperger's Syndrome, ADHD, or social and economic disadvantage. These students often have underlying conditions that can mask their abilities and cause frustration. The Academy will identify and address both the challenges and positive attributes of these students, in order to provide an inclusive and supportive learning environment for all.

1. Differentiated Instruction: Teachers can differentiate instruction by modifying lesson plans, materials, and assignments to meet the needs of learners with specific learning difficulties or disabilities. For example, a student with dyslexia may benefit from audiobooks, while a student with ADHD may need frequent breaks and movement breaks during class.
2. Positive Reinforcement: Providing positive reinforcement can help to motivate learners and build their self-esteem. Teachers can use positive reinforcement, such as praise and rewards, to recognize and celebrate the strengths and accomplishments of learners with diverse needs and abilities.
3. Collaborative Learning: Collaborative learning involves group work and peer support. Teachers can encourage collaborative learning to support learners with diverse needs and abilities, allowing them to learn from each other and develop important social skills

[1] Address of His Highness the Aga Khan to both Houses of the Parliament of Canada in the House of Commons Chamber. Ottawa, Canada.
27 February 2014

[2] Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta. Alberta,

[3] This document was written in 2019 and therefore draws on the revised IB Standards and Practices for use from the 2019-20 academic year.

Support for students on high levels of Financial Aid

Some students require high levels of financial aid. The Academy must ensure they can take full advantage of the opportunities offered by an Academy education, and are able to flourish academically, socially, emotionally and spiritually within the Academy community. (Further information can be found in Admissions and Talent Identification policies).

Students have access to the resources that they need to be successful within the programme, including:
- o meals that ensure that they have adequate nutrition;
- o access to an appropriate study environment and the time to study effectively;
- o IT resources, including access to computers and the internet;
- o a personal laptop (from Grade 9 onwards);
- o opportunities to join school trips and activities that require financial contributions from parents; and
- o financial support for the university application and admissions process.

Those students on high levels of Financial Aid will often face circumstances at home which may not provide an ideal environment for supporting the demands placed on students by IB programmes. In most cases, such students' academic growth can be best supported by them joining the Academy's residential programme, regardless of the proximity of their home to the Academy. There is an ongoing programme to support students' adaptation to the social, cultural and educational environment at the Academy overseen by the TID Coordinator.

Limitations of support

The Academies make every effort to meet the identified needs of all students admitted to the programme. However, there will be students whose needs go beyond those which can be met in an IB continuum programme where all students are expected to complete the full IB Diploma.

Students who are admitted and whose learning needs are subsequently identified to be beyond that which can be supported at the Academy will be supported in finding other, more appropriate educational programmes. As far as possible, these transitions will take place at the end of the Primary Years or Middle Years Programmes, or at the point most appropriate for entry into the identified programme. All decisions are made in conjunction with students and their parents, and in the best interest of the student's academic and social well-being.

The Academy ensure that concerns about students' ability to progress through the IB continuum are communicated to students and parents well in advance of the expected exit point through direct communication with parents by the relevant Coordinator and /or Principal after each Semester report.

Support is given to families whose children's needs cannot be accommodated within the Academy to identify other appropriate schools.

6.0 TEACHER DEVELOPMENT

Professional Development is provided to build teachers' capacity to address students' individual needs. This

Feb 2023

Professional Development encompasses three main areas, which are of equal importance when supporting students' learning.

Educational Aspects - Training to support teachers in understanding the additional support needs of students in their class and in differentiating effectively for the variety of learning needs presented is done by the learning support teachers/psychologist working with individual teachers/ departments in the Academy.

Social Wellbeing Aspects - Training to support teachers in the pastoral and residential programmes to effectively monitor and support the social and emotional wellbeing of the students in their care is delivered online through a suite of Educare resources.

Pluralism – Training to support teachers in developing their own and others' pluralistic dispositions, to ensure an inclusive culture at the Academy for people from different communities is delivered annually through an online course delivered by the AU and nominated. Teachers across the Academies.

Information about the Inclusion Policy is part of the new staff induction programme.

7.0 DEFINITIONS

Academy Community – all students, staff and parents connected to the Academy and members of the wider Academies' network.

Barriers to participation - factors in an environment which may limit an individual's ability to function and/or thrive in that environment. These may be attitudinal, cultural, social, physical or technological and may be caused by policies, resourcing, organizational structures, communication or relationships within the community.

Cosmopolitanism – a belief in people as a single community with a shared morality, based on understanding and tolerance, interdependence, and relationships of mutual respect.

Differentiation – varying instruction, classroom activities or modifying the curriculum to meet students' individual needs.

Discrimination - different, and often unjust, treatment based on the group or category to which someone belongs or is believed to belong. Discrimination may be direct (certain groups of people are treated less favourably) or indirect (policies are applied to all groups equally but result in a disadvantage for a particular group).

Inclusion - creating an environment that allows everyone to participate fully, despite different abilities or circumstances.

Pastoral Care - a system of guidance and support for students, which ensures their health and wellbeing, by ensuring that their personal, social and academic needs are met. Pastoral care responsibilities for teachers involve having an overview of students' holistic development and working to ensure that they are able to meet

their potential.

8.0 KEY DOCUMENTS

Admissions Policy	Financial Aid
Child Protection Policy	Language Policy	Assessment Policy
Aga Khan Curricular Strands Outcomes
Aga Khan Curricular Strands Teachers' Guide

9.0 LEGAL CONSIDERATIONS

All Academies implement local legal standards on child protection, discrimination, children's rights and access to education as a minimum required standard.

10.0 FINANCIAL CONSIDERATIONS

Ensuring adequate support for the active participation of all members of the Academy Community can have a range of financial implications. These include, but may not be limited to:

- Staffing;
- Learning Support department expenses;
- Access to testing;
- Access to technology;
- Time allowances for Pastoral Care; and
- Provision of financial support to ensure the full participation of students on high levels of financial aid.

---

[1] Address of His Highness the Aga Khan to both Houses of the Parliament of Canada in the House of Commons Chamber. Ottawa, Canada. 27 February 2014

[2] Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta. Alberta,

[3] This document was written in 2019 and therefore draws on the revised IB Standards and Practices for use from the 2019-20 academic year.

Feb 2023