

1. INTRODUCTION

A. Aim

The aim of the Policy is to define the main rules and principles of differentiated education approaches and organization of inclusive education in the Educational Complex.

B. Dissemination

The Policy is open to employees, parents, students as well as other stakeholders. The accessibility of the document is ensured by publishing it on the official website.

C. Responsible for the implementation

The entire school community is responsible for ensuring that the school's inclusion policy is maintained.

D. Revision

The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments are discussed with the staff members, as well as parent and student communities. The Pedagogical Council approves the amendments.

2. GLOSSARY OF TERMS AND ABBREVIATIONS

- School, Educational Complex - Ohanyan Educational Complex
- Policy - Inclusive education Policy
- Inclusive education - all students can access and fully participate in learning alongside their similar-aged peers, receive high quality education and necessary special conditions of education
- Student with special educational needs - a learner with peculiarities of physical and/or intellectual, mental development whereof hinder the mastering of educational programmes without special conditions of education
- Student - An individual enrolled in the school

3. PHILOSOPHY OF INCLUSIVE EDUCATION

3.1. The educational complex provides equal opportunities for all students. Enabling the full participation of all students in the learning process, the staff of the educational complex strives to create an equal, accessible, supportive, inclusive educational environment that will contribute to the strengthening of students' psychological, social and physical health.

3.2. The development of inclusive culture in the Educational Complex is carried out through:

- Informing the school community about the above ideology,
- Continuously developing the capacities and skills of the relevant management bodies, administrative and teaching staff of the Educational Complex,
- Developing institutional mechanisms which support inclusive education, as well as teaching-assessment approaches,
- Creating favorable conditions for students' education and self-expression,
- Continuously analyzing and improving the current situation.

4. ORGANIZATION OF INCLUSIVE EDUCATION IN THE EDUCATIONAL COMPLEX

4.1. The Educational Complex provides services in the following directions:

- Vision impairment,
- Hearing impairment,
- Gifted and talented students,
- Chronic diseases.

4.2. The following services contribute to the effective organization of inclusive education in the Educational Complex:

- Medical services,
- Psychological services,
- Speech therapy services

4.3. In order to support students with special educational needs, as well as to ensure effective educational processes, an Individual curriculum plan and various assessment methods are used in the Educational Complex. If necessary, additional (extracurricular) lessons, consultations and so on are also organized.

4.4. The representatives of psychological, medical and speech therapy services are in constant contact with the school's parents, administrative and teaching staff contributing to the organization of education for students with special needs. If necessary, the school directs parents to additional professional examination in the process.

4.5. The principle of confidentiality is ensured, medical and psychological data of students are available to only a limited number of people at the school.

5. FOSTERING INCLUSIVE CULTURE

6.1. In order to continuously improve the skills and competencies of the school's administrative and teaching staff:

- Seminars, trainings, experience exchange workshops are organized.
- New teachers and administrative staff undergo comprehensive training before working with students with special needs.

6.2. In order to raise parental awareness:

- At least once a year, an Open Doors Day is organized, which includes classroom visits, introduction to educational programs and other services.
- With the permission of the management parents can get the opportunity to attend the class.
- Awareness raising and counseling meetings/ seminars are organized for parents of students with special needs.
- Various meetings are organized, experience exchange forums and platforms are created, where parents can exchange ideas, etc.

6.3. The resources and infrastructure improvement is an ongoing process.