



Lighthouse Inclusive Education Policy

REVIEWED: August 21, 2025

AMENDED:

APPROVED:

Policy

Lighthouse International School is committed to ensuring that all students can access a high-quality education and make progress, regardless of their profile or circumstances. We recognise that some students require additional or different approaches to achieve success. Our approach is guided by the Teaching Quality Standard (TQS) of Alberta Education, which requires teachers to establish inclusive learning environments where diversity is respected and where all students are supported to achieve success.

ELS at Lighthouse is designed to identify students' needs early, provide tailored support, and ensure appropriate access arrangements for teaching and assessment. We work closely with parents, teachers, and external professionals where necessary to create Individual Education Plans (IEPs) that allow students to thrive academically, socially, and emotionally. Our goal is to prepare every student for their next stage of education and life, in line with the Lighthouse vision to develop future leaders through innovation and collaboration.

Procedures

1. Identification of Need

Teachers use classroom observations, formative assessment, and collaboration with parents to flag concerns about student progress. Concerns are raised through a referral to the ELS Coordinator. The ELS team screens the student's needs. Admission decisions for new students are based on whether the school can meet their needs effectively.

2. Individual Education Plans (IEPs)

Where formal or school-based assessments indicate the need, the ELS Coordinator collaborates with class teachers and parents to create an IEP. This document sets clear goals, strategies, and accommodations. Plans are signed by all parties, including students where appropriate, and reviewed at the end of each term (Dec, March, June). Adjustments are implemented by teachers in daily instruction, consistent with Alberta Education's emphasis on responsive planning and differentiated practice.



3. Teaching and Learning Adjustments

Adjustments may include differentiated outcomes, flexible grouping, peer-assisted learning, modified pacing, or environmental supports. Teachers are expected to reflect these strategies in their planning, ensuring alignment with Alberta Program of Studies outcomes whenever possible.

4. Assessment Accommodations

For internal assessments, teachers provide accommodations listed in the IEP, such as extra time, separate setting, or use of assistive technology. For Alberta Provincial Achievement Tests and Diploma Examinations, the Principal applies to Alberta Education for accommodations in line with the *General Information Bulletin* and the *Diploma Exam Accommodations and Provisions* guidelines. Parents are informed of all requests and sign required documentation.

5. Roles and Responsibilities

- **ELS Coordinator:** Oversees the ELS process, leads IEP development, and liaises with parents and external agencies.
- **Teachers:** Implement strategies and accommodations in daily practice, monitor student progress, and maintain communication with the ELS team.
- **Parents:** Support learning strategies at home, attend IEP meetings, and participate in collaborative decision-making.
- **Leadership Team:** Ensure adequate staffing, resources, and professional learning aligned with Alberta's TQS to maintain high quality provision.

This policy will be reviewed annually by the Leadership Team to ensure that it supports students' wellbeing, growth and reflects the frameworks laid out by Alberta Education and the Thai Ministry of Education.