SYMBIOSIS INTERNATIONAL SCHOOL

INCLUSION POLICY

Cambridge Assessment International Education

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A. School Inclusion Philosophy

Symbiosis International school endeavours to foster conducive rungs in the ladder of education and growth that galvanize each student towards holistic success. The maxim **Vasudhaiva Kutumbakam** encapsulates our vision of inclusive learning experiences for all the students. Each student receives support that enables and empowers him/her to be an important part of the school community. The community works as an integrated whole to ensure that the learning curve remains robust, and each student receives unconditional and unbiased scaffolding to engage purposefully in learning and in acquiring essential life skills.

We aspire to make Symbiosis International school not only a learning hub but also a safe, secure sanctuary for students from all cultural backgrounds, identities and abilities. A myriad of progressive and disruptive strategies and approaches play a pivotal role to bulwark the remedial and reparative needs of all the students. A gamut of comprehensive and exhaustive procedures is followed to augment academic, social, physical, intellectual, emotional, and ethical growth.

Dynamic plans for all students are constantly updated and enriched to embrace the needs of all students and does not exclude based on any challenges to experience learning. Every educator takes on the onus of being an integral part of each student’s journey of learning. Inclusion at SIS is an ever-changing, ever-evolving landscape of learning where individual needs are identified and barriers that hinder or hamper development of appropriate goals are eliminated. The inclusion landscape rests on a solid foundation of mutual respect and fosters a culture of collaboration. The ethos of inclusion at SIS does not endorse or condone regressive approaches to categorize students according to diagnostic labels or use labels as indicators of a student's potential.

Diversity and multilingualism form the warp and waft of the fabric of inclusion at SIS and are harnessed as resources to enhance the learning ecosystem. Affirmative, responsive environments where learning is considered from a strength-based perspective provide equal opportunities for all the students to experience success and goodwill. Hours spent learning together help the students to forge lifelong relationships with their peers. Such environments hone their personality so that they become better listeners and boosts their confidence to enable them to voice their independent thoughts, inputs without any inhibitions.

Aim and Purpose:

- To develop an inclusion policy that helps depicts the school's mission and vision statement and leads to a truly transformative global education for students.
- To recognise that learner variability is achieved via changing histories, circumstances and contexts. A conscious effort is made so that we all move in the same direction, and all our students are engaged in a rigorous and relevant learning program.
- To establish a non-discriminatory policy for candidates with learning support requirements both in the admission and assessment process and in provision of curricular and extra-curricular programs.
- To ensure teaching and learning addresses both the common human bonds and diverse perspectives.

B. Inclusion and Remedial

The World Declaration on Education for All, adopted in Jomtien, Thailand (1990), sets out an overall vision: universalizing access to education for all children, youth and adults, and promoting equity. This means being proactive in identifying the barriers that many encounters in accessing educational opportunities and identifying the resources needed to overcome those barriers.

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers to learning. Inclusion is an organizational paradigm that involves change with the goal of providing all students with "a meaningful and respectful learning experience that engenders in them self-confidence and a sense of belonging to a larger community" (Next Frontier Inclusion, 2011, p.7).

C. Legal Procedures and Regulations

1. Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995
2. Rights of Persons with Disabilities Act, 2016 (Legal process followed for all documents required for enrolment in SEN Unit)
3. Medical and/or psychometric reports are all provided by a certified medical practitioner and psychologist

4. Divyang /Disability certificate displays the UDID (Unique ID) card for Persons with Disability and certified by Chief Medical Officer
5. The remediation/intervention process and formulation of the IEPs followed by the SEN Unit is in accordance and approved by the Rehabilitation Council of India (RCI)
6. Parent consent form is used as a legal document which is duly signed prior to enrolment in the SEN Unit.
7. All record of details of the assessment and provision for the child's special needs are maintained.

D. Roles and responsibility of the School Community

a. Role of the Teacher

- To identify and observe struggling learners inside the classroom and record observations.
- Prepare the educational material and resources, which align with the objectives.
- Implement the support strategies that are devised in cooperation with the SEN support staff and coordinators.
- To monitor the students' progress and effectiveness of strategies used in addition to setting new goals.
- To review learning support goals created during the transition period. (IG to DP)
- Create positive relationships and communicate with learners, parents, other teachers, and the administration.
- Share feedback/ reflection on students' progress and needs either during Dept meetings or via email.
- To attend training sessions/workshops when available and required.
- To ensure the IB values and principles are upheld and the IB learner attributes are imbibed in the teaching and learning approach.
- To encourage all students to actively participate in providing assistance to students/peers requiring learning support.
- Holding meetings with coordinator, HRT and the counsellor, (when needed) to discuss the difficulties a support learner is facing, his/her needs, his/her individual educational/learning plan, as well as discussing social and behavioural aspects, and the role of other teachers in support of this learner academically and socially.
- Attend periodic meetings with Coordinator, Head of Department, Vice Principal and Homeroom Teacher to discuss the students' progress and other issues related to the work.
- Homeroom teachers must keep informed respective subject teachers about any relevant knowledge that may pertain to the student's learning needs; and vice versa.

b. Role of the Remedial teacher

- Assisting a child who is facing challenges in academics to cope up with his/her peers
- Moderate severity that goes beyond classroom accommodations made, will be referred to the Pastoral Care/SEN Dept.
- Preparing lessons and resources to meet the individual needs of pupils, marking and assessing student work
- Teaching students in one on one setup or in small groups in the department or in the classroom.
- Using special equipment and facilities, such as audio-visual materials and computers to stimulate interest in learning
- Organizing learning beyond the classroom in activities such as community visits, school outings and sport events
- Giving feedback to the parents bimonthly and annually with regard to progress of the child.
- Reporting and Updating regularly to SEN Coordinator with regard to all students undergoing remediation.

c. Role of the School Counselor

- Social, emotional and behavioural concerns will be referred to and dealt with the Counselor.
- Inputs and strategies provided by Counselor will be shared and then implemented by the concerned teachers in classroom settings.
- Guidance will be provided not only to the child but also the parents on how to deal with the concerned issues - both academic and non-academic.
- Parental Counseling and student counseling will be implemented by the Counselor where necessary and required.
- Collaborating with other school and community professionals like teachers, school psychologists, occupational therapists etc.
- Assist in identifying other students who should be assessed to determine the eligibility for special education and/or learning support in collaboration with the teacher.
- Advocate and help the students achieve and succeed on a level comparative to other students.
- Offer inputs to University Guidance Counselor (UGC) for career preparation and guidance where needed.

d. Role of the student

- To be proactive in asking for assistance from teachers, Coordinators and/or staff members.
- To participate in discussions concerning them when asked to or when required by the school.
- The student is responsible for completing the coursework to the best of their skills in the time allocated for its requirements.
- The student will take ownership of their learning by setting challenging goals and pursuing personal inquiries.
- Long-term assessments such as Personal Projects, Extended Essay, and other work are to be completed independently with supervisor guidance, and submitted in time for moderation requirements.

e. Role of the parent

- Attending meeting(s) that might be required to discuss their child's progress in different aspects of their school life, whether academic, social, emotional and or behavioural.
- To disclose if there is a previous formal educational-psychological evaluation at the time of admission and other relevant information about their child's inclusion needs.
- To provide documentation of ILP or IEP from previous schools, if any.
- To participate meaningfully in the interventions and the procedures of the individualized learning plan of their child as guided by the Learning Support Team.
- To update educational-psychological evaluation(s) at regular intervals through the SEN Dept (when advised)

f. Role of the Special Education Needs (SEN) Coordinator

- Reviewing referrals from parents, coordinators and other agencies
- Conducting formal (psychometric) and informal tests
- Filling in Documents and forms to enrol the student in the SEN Department
- Planning the Education Plan (EP) with the classroom teacher in consultation with the parent
- Assessing, planning, monitoring and reviewing child's provision and progress
- Supervising different teaching approaches and support material considering the difficulty of the student with Special Education Needs
- Planning for monitoring progress against the EP, and arrange a review of progress every two months
- Reviewing the goals of IEP at regular intervals

- Maintaining record of details of the assessment, and provision for the child's special needs
- Facilitating internal and inter-departmental communication with regard to special/inclusive education needs to concerned program facilitators
- Maintaining SEN register for all pupils with special/inclusive needs
- Establishing and contributing to SEN training
- Liaising with External Agencies
- Keeping written notes of all correspondence, tests and contacts with parents and other parties
- Providing clinical evidences for students with learning disorders in order to seek accommodations and exemptions
- Providing accommodations according to the IGCSE and IB (Candidates with Special Assessment Needs)
- Ensuring close contact with parents to review the students' overall progress
- Helping students adjust emotionally and socially through counseling
- Behaviour management of students
- Conducting need-based activities through all the academic programs
- Collaborating with the classroom teacher to define appropriate activities for the pupils in relation to the curriculum
- Supporting the facilitators with the methods and strategies to cater to individual needs
- Screening students for enrolment in school to assess minimum level of learning
- Coordinating with the facilitators and making SEN resources available to enhance the learning process in classroom
- Reporting to the Director, Program Coordinators with regard to students availing facilities of SEN Unit.

g. <u>Role of the Coordinators</u>

- To work collaboratively with the Program staff (CIE/IB) to support the students with their learning needs in terms of access and accommodations that may be required.
- To advise parents and communicate relevant information of the support program needed.
- To provide assessment accommodations as needed and approved by the CIE/IB.
- To maintain discretion and support with providing inclusion services.
- To be informed at all times with the students' requiring learning support and their progress.

- To conduct monthly/bi-monthly Departmental meetings with the Learning Support Team to review the plan and progress of the ILP/IEP in collaboration with the teachers. (and parent if needed)

h. Role of Pedagogical Leadership Team [Coordinators, VP, Director]

- To provide relevant and necessary training to staff and faculty to be able to effectively implement learning support requirements and differentiated instruction.
- The team reserves the right to admission and/or accommodations that the school can or cannot provide with respect to the available resources and infrastructure.
- To conduct review meetings at the end of every academic term with the HODs to review the plan and progress of the students.

E. Inclusion Support Model

Special Education Needs

Every child should enjoy their education and be happy, healthy and safe at school. Education should be about enabling students with Special Needs, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting them to develop in all aspects of their lives- spiritual, moral, cognitive, emotional, imaginative, aesthetic, social, physical and academic. Special Education at SIS is a design of teaching and learning strategies for individuals with disabilities or learning difficulties. It provides an environment that allows them to be educated effectively along with instructions and support which facilitate participation. There are “No One Size Fits All” approach to education. It is tailored to meet each student needs and is referred to a range of services that is provided in different ways and in different settings. The main objective is to ensure that students with Special Needs have maximum access to the curriculum as well as co-curricular activities and are supported according to their needs by providing opportunities to experience success.

Admission of Students with Special Education Needs (SEN)

Enrolment in School:

As an inclusive school SIS accommodates students with special educational needs, students with learning differences and students from different environments and cultures.

During admissions, all students are screened to identify their Minimum Level of Learning by the SEN

team. An interaction with the parent during the admission process helps to identify learning needs if any and provide necessary support (Bridging the Gap module).

Enrolment in SEN Unit:

According to IBO, “a student with Special Education Needs is a student who might display difficulties or conditions that are barrier to learning and therefore need particular teaching strategies for classroom management and effective education.”

At SIS, we will follow IB’s policy on candidates who require arrangements to access assessment as described in the “Candidates with assessment access requirements” Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities.
- Specific learning difficulties.
- Speech, Language & Communication Needs (SLCN)
- Autism spectrum disorders.
- Attention Deficit Disorder and Hyperactivity Disorder (ADHD)
- Social, emotional and behavioural challenges.
- Physical, sensory, medical or mental health issues.
- Additional language learners.

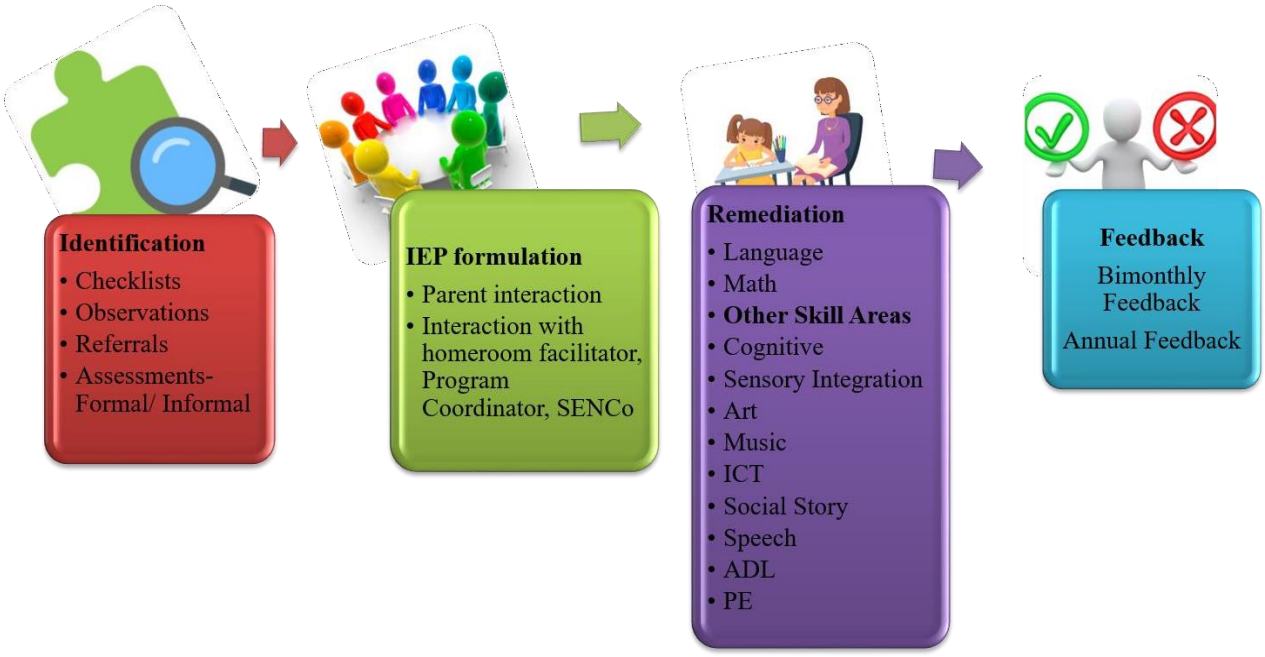
Gifted students:

Gifted and exceptional learners are students who achieve, or have the ability to achieve, significantly above average (compared with age/grade/class level expectations) in one or more of the following areas such as: intellectual, creativity, leadership, psychomotor or specific academic fields.

- At SIS we recognize the above definition, and aim to provide appropriate support and opportunities after relevant skill areas are documented. The school will aim to offer the environment, support and learning choices for these students to undertake studies at higher level in areas of exceptional abilities, where applicable; to take studies or projects in additional areas of interest, so that they receive the necessary cognitive and academic stimulation they require to support their unique learning needs.
- The school determines and implements the appropriate support and opportunities it can offer the identified learner.
- These choices are provided in collaboration with the student, subject teachers, HRT, UGC and their parents.

F. Inclusion Intervention Pathways

I. Referral Process for Inclusive/Special Needs Support by SEN Dept.



II. Identification of Learner Support Needs

Phases of Identification

a. **Enrolment/ Admission**

During the admission process, SIS provides a 'Parent Response Form' to all prospective applicants. It requires previous school records where applicable, along with any psycho-educational assessments, and any other records that indicate the learning support needs of prospective students. If a learning disability or difficulty is mentioned, proof of the same in the form of certificates and test records are required to be able to provide the necessary accommodations and/or arrangements. In reviewing these documents, the school will be able to advise whether an accommodation that meets the needs of the applicant can be provided, what type of learning support may need to be in place, and at what level the student will be able to access the curriculum.

In some situations, the school may not know the full extent of a child's learning needs until after the child is accepted (if difficulty/disability is unknown or undetected) and in some cases, the student may have been at the school for some time and learning challenges are more dominant as the student transitions to a higher grade. In these circumstances, the school authorities will request for parents to have their child assessed in the area(s) of expressed need, by an outside source, if he cannot be tested by the Student Support Dept at SIS.

Upon completion of the assessment(s), the School will request a copy of those results, review the information and make recommendations for the types of support (in teaching and learning and access arrangement/ accommodations) the school can provide.
All relevant information of the student is then entered into the MySchoolOne (MSO) software where it is held and stored, and shared with limited access by the Coordinator keeping all aspects of confidentiality and privacy of the student in mind.

b. Teaching and Learning

The referral of a student begins with the student's classroom teacher, or parent reporting some concern about the child. All classroom observations will then be collated by the relevant subject teachers of the student, Homeroom teachers and Coordinators. The team concerned will review the relevant information to determine what level of concern the referral reflects. Concerned teachers will gather student work samples and will make observations to determine whether there is a need for further intervention.

Social, emotional & behavioural concerns will be discussed and raised with the relevant teachers and escalated to the School Counselor if required.

Learning needs/challenges if detected or observed during classroom settings will be raised to the HRT and Coordinator and discussed with the SEN Department depending on the severity of the concern and if further testing or observations are required to confirm the presence of a Learning Disability / Difficulty.

Parents will be kept involved at every concerned step to ensure full transparency and gain support and approval from them as they are an integral part of the school community.

Parents are responsible for conducting the assessments and arranging all appointments.

Additional informal and/or formal assessments will be carried out by the SEN Dept./external agency after a learning difficulty/disability is observed and discussed with the concerned team.

Upon the completion of the psycho-educational and other relevant assessments, the School will ask for a copy of the report. If the report indicates a need for a Learning support/ or the presence of a LD, an Individualized Learning Plan (ILP) will be created by the concerned teachers and Pedagogical Leadership Team.

c. Assessments

Teachers will use differentiated assessments using modified tests or other aids where required and necessary.

In the classroom settings, different learning engagements will be employed whether in the content, process and product which are reflected in the students' worksheets, manipulatives used, online resources, tasks, and other hands-on material.

The school in partnership with parents will provide the structure and procedures necessary to ensure students who need adjustments to examination conditions will be provided the support needed after gaining approval from the CIE/IB; this will allow the use of access needs to be arranged for the student, and can include:

- Access to modified exam papers
- Access to additional time
- Access to reading and writing aids
- Access to speech and communication/language aids
- Extension of deadlines or exemptions from assessments

<u>At SIS we recognize that assessment should:</u>

- be accessible in terms of design, content and medium to give every student the opportunity to succeed.
- be ongoing, diverse and relevant to the learner.
- actively inform and involve learners be focused on learner progress.
- allow for differentiated assessment with different entry and exit points.
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves.
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure.
- be explicit so that the purposes and outcomes of the assessment process are understood by all
- measure both product and process.

III. <u>Legal and Statutory requirements for enrolment in SEN Unit:</u>

- Referrals from agencies outside of school
- Referrals from parents, facilitators or coordinators
- Medical and Psychometric assessment reports
- Previous school transcripts

- Divyang / Disability Certificate

IV. Implementation of Learning Support

Individual Education Plan (IEP):

It is an individualized plan to meet students' needs where they are in their learning and help them engage successfully with the curriculum. It involves teaching strategically to meet diverse needs and equip each student well. The IEP is child-centered and strength-based.

The SEN Team along with the facilitator and the parent formulate an Individualized Education Plan (IEP), keeping in mind the learning needs of the student. The Team provides support by planning strategies and activities to support the areas of development. The progress of students is reviewed bimonthly. A student remains in the program as long as the learning gaps are minimized. The different skills catered in the IEP are:

- Academic Skills
  - ✔ Language
  - ✔ Mathematics
  - ✔ Unit of Inquiry (UOI)
  - ✔ Sciences/ Humanities
  - ✔ Subjects as per NIOS
- Cognitive Skills
- Social Skills/ Drama
- Emotional and Behavioural Management
- Activities of Daily Living
- Sensory Integration
- Assistive Technology
- Play therapy
- Art
- Physical Education
- Speech Language and Communication Needs (SLCN)

Remediation:

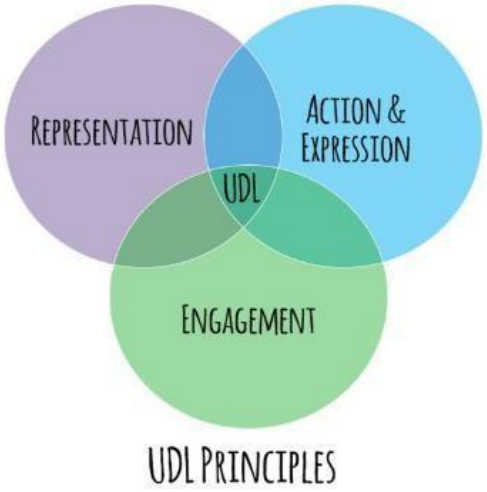
Remediation involves therapeutic measures and intensive interventions. It involves one on one teaching on a particular topic. Remedial program is initiated keeping the IEP in focus. Sessions are held as per the requirement of the student on a one to one individual assistance. Monthly activities

are designed keeping the annual target in mind. Apart from catering to the academic skills, the remedial program also fosters the development of appropriate social skills, communication skills, motor skills etc. Various therapies are implemented to achieve the desired goals. Once the student attains the required level of learning, the support is gradually withdrawn.

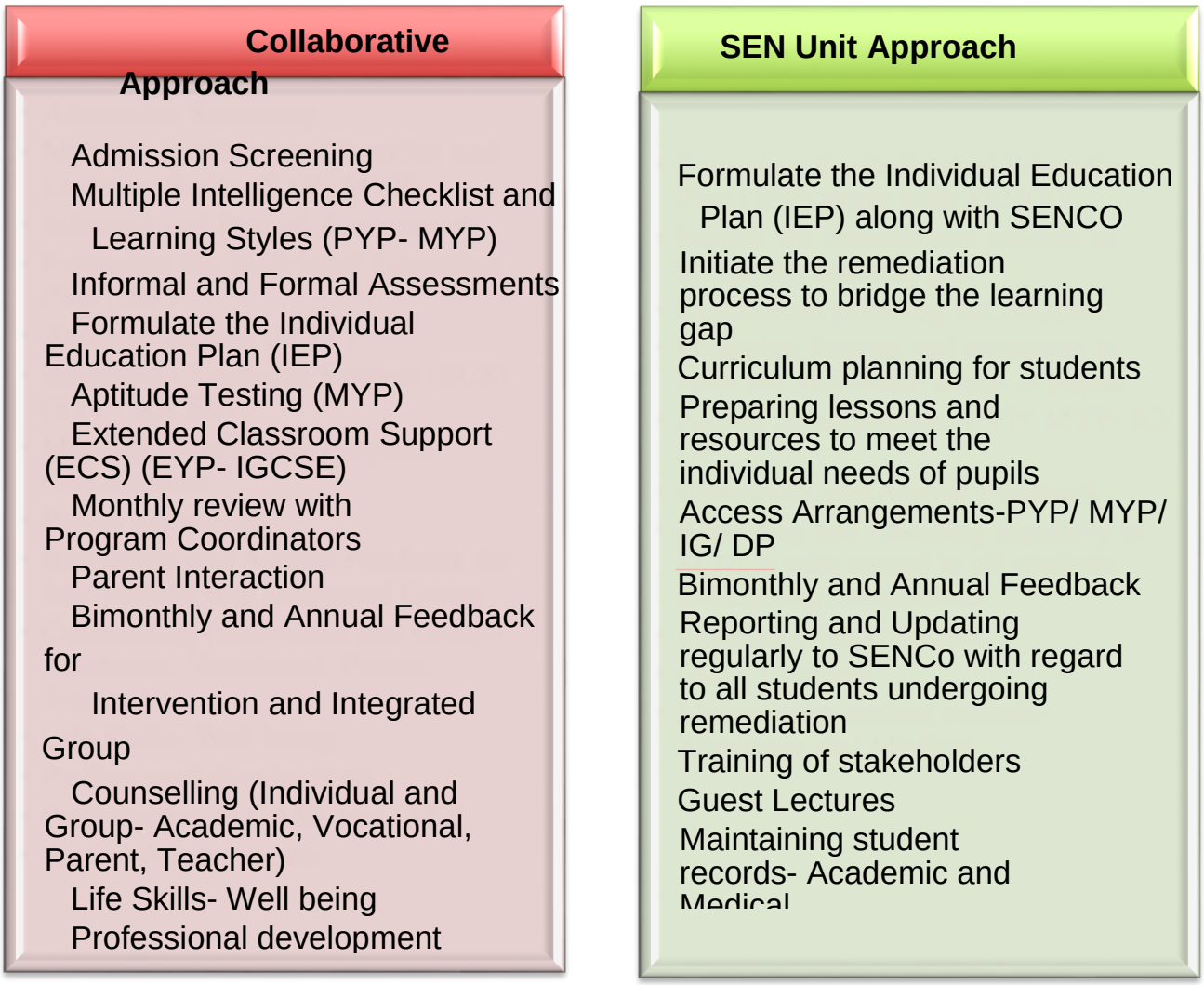
Whole School Approach

After the IEP is designed the teaching and learning is achieved by approaching the standard curriculum with strategies, materials and activities that provide learning opportunities for students with differing abilities.

Accessible infrastructure, school processes, assistive technologies, information and communication technology (ICT) and devices which are used to provide equal opportunities and facilitate participation.



UDL guidelines are encouraged as a technique for differentiated learning in students to enhance engagement, representation and action and expression in learners. This makes the learners motivated, resourceful and knowledgeable. The learning becomes strategic and goal oriented.



Integration Of Sen Across Programs

SEN in PYP

The PYP philosophy acknowledges and accommodates diverse learning styles for all children. To this end, the SEN department seeks to offer a differentiated teaching and learning environment. When educationally appropriate, the students are provided an inclusive experience to develop their social and emotional skills.

The SEN Program Coordinator, Homeroom facilitator and the Special Educators participate in the collaborative planning process at each grade level. The level of support varies depending on the need of the student. In some cases, the student is supported in classroom setup with the help of the Special Educator (Extended Classroom Support- ECS). The Special Educator works closely with both students and teachers to help the student succeed in their everyday classroom. Homeroom teachers are also supported by the Special Educator in developing ways to differentiate the content,

process, product and environment. If the learning gap is wider, the student is singled during the non-academic hour to bridge the gap (Remediation) in the SEN Unit. For needs that are beyond the school's ability to meet, families are referred to the appropriate external agency.

Weaning off from receiving support usually takes place at the end of an academic year, but can happen at other times during the year if it meets the needs of the student.

- As with transition procedures, exit decisions regarding weaning off is based on multiple indicators of progress and could involve teachers/ parents/ student/principal/counsellor.
- Decisions are documented and placed in the student file giving reasons why the student is now ready to be weaned off.
- Students who are weaned are monitored as long as they are part of the school.
- Exiting does not rule out the possibility that a student could return to receiving services at some point in the future.

SEN in MYP

The students with Special Needs in the MYP are provided with meaningful connections. The "Approaches to Learning" component assists teachers in identifying the student's learning styles in order to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction.

SIS supports the principle of "Reasonable Adjustments" for students with diverse learning needs. Students with SEN may need reasonable adjustments to access the MYP and DP curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment is unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome remains the same.

SEN in IG-DP

Students are advised upon programme entry and the rigorous programme requirements to ensure appropriate placement and academic success. In addition to teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. The IB publication, Candidates with Special Assessment Needs, will be referred to provide support for programme completion. The Diploma Programme Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

V. Access and Accommodation

1. **Student's learning needs:**

   The school provides access to teaching and learning with suitable inclusive access arrangements.

   a. Parent Response Form
   b. Access and accommodation request form.
   c. Access and accommodation Report from the past school.

2. **Eligibility criteria for inclusive access arrangements:**

   These access arrangements are individualized, reflect optimal support, based on current requirements.

3. **Applying for inclusive access arrangements for the exam.**

   - Requests for inclusive access arrangement should be submitted six months prior to the CIE/IB examination session.
   - If the request does not meet the criteria, then it would be referred to CIE/IB and it may be authorized at their discretion. However, the school would have to furnish convincing educational evidence.

4. **Coordinator's role**

   - After administering the admission process the SEN Dept. would then inform the Coordinator about the requirements of the student's learning needs.
   - All the requests for inclusive access arrangements will be submitted to CIE/IB by the Coordinator, supported by the Head of School.
   - Before submitting the documents to the CIE/IB the school must take the consent from the candidate/parent/legal guardian.

5. **Supporting documents from:**

   a. Parents
   b. Educational evidence from school.
   c. Medical Reports - should be written by medical professionals holding a professional license.

6. **Arrangements not requiring authorization:**

   a. As per CIE/IB specifications

7. **Arrangements that require authorization:**

   a. Extra time (based on severity and situation as per CIE/IB specifications)
   b. Scribe
   c. Human Reader
   d. Reader Pen

G. Inclusion Learning Models

a. Symbi-Shiksha Abhiyan (SSA) Supporting Inclusion at SIS- 'By the students, for the students.' [under school Legacy Project]

- SSA supports student diversity, equity and inclusion providing equal opportunities with regards to students' language learning needs & student engagement via peer support.
- Students with language learning difficulties are first identified via assessments and grouped under: Non-English-speaking background; Conceptual dysfunctionalities; English as Second Language (ESL)
- SSA aids in integration and implementation of the school's best practices, increases instructional support and supports multilingualism. (Instructional support occurs in the colloquial language/ mother tongue)
- HRTs instructional classroom language lesson transitions are facilitated via student mentor support.
- 'Student Mentor Leads' work with a group of student mentors to organize and plan assistive classes, wherein weekly engagements and assignments are planned by student mentor leads.
- SSA supports students' social and emotional needs. (Peer support by student mentors); supports inclusion through a responsive environment that can have a considerable effect on students' sense of belonging to the school and their feeling of self-worth. In addition, it supports collaboration between HRTs and student mentors to devise a plan to support inclusion.
- HRTs and student mentors in collaboration with the specialists in SEN Dept devised a diagnostic test based on Language Scope and Sequence (IB doc) to define obstacles in language acquisition and design ILPs/IEPs.
- Student mentors collaborate with specialists to devise ILPs/IEPs to support language-differentiation according to the levels identified.
- The sessions are planned after school hours and parents are kept briefed.

b. Learning Support by Teachers

- SIS believes that it is the duty and responsibility of every teacher to provide the highest expectations in the classroom so that each student is included, challenged and successful.
- To help identify and remove barriers to learning, SIS upholds collaborative teaching and learning practices as a feature of the school organization. (Standard (0203-03) Teacher Support)
- To individualize learning for each student, teachers recognize learner variability, provide differentiated instruction, create optimal learning environments, including modifications and accommodations, where necessary.

- Learner variability and diversity is valued in IB classrooms so that all students are offered opportunities “to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future” (What is an IB education? 2013:11).
- Teachers will create optimal learning environments that encompass an inclusive environment that is effective, welcoming, healthy and protective, and culturally and gender-sensitive for all learners. It must challenge preconceived identities and consider “alternative ways of seeing, being and knowing” (Austin 2012).
- Teachers will employ the sound and balanced use of multiple technologies to actively support the curriculum ensuring it is accessible to all learners and upholds all IB hallmarks of inclusive education.

c. UDL

- The IB Guide to Inclusive Education (2015) defines the terms “inclusion” and “inclusive education” as “a broad understanding that embraces the diversity of learners and all minority groups” (pp. 1-2). The IB Guide highlights two key concepts IBO focuses on to achieve inclusion:
    - increasing access and engagement
    - removing barriers to learning

d. Extended Classroom Support: (ECS)

To support a student in the classroom’s related tasks, trained special educators help the homeroom facilitators in providing support in the planning and teaching- learning process with resources. This helps the student to be at par with classroom learning and experience success.

Differentiated Teaching strategy

At SIS we are aware that to remove barriers to learning the IB approaches to teaching and learning will be followed:

- teaching and learning will address human commonality, diversity and multiple perspectives
- professional development will support the whole community in developing effective strategies to increase access and participation
- organizational knowledge in developing effective strategies will increase access and participation will be maintained and sustained
- the knowledge of all community members will be used to develop inclusive practices

- the school will provide inclusive access arrangements and reasonable adjustments for learning and assessment across all IB programs.

H. Access and Inclusion during the COVID-19 pandemic

- The most common access arrangements are readers, scribes and prompters, i.e. the direct assistance of another person. Given the challenges with the use of physical proximity & recognizing the increased stress of learning, general anxiety & other mental health challenges, SIS will employ wherever possible and necessary the alternatives provided by the IB (Access and Inclusion during the COVID-19 pandemic: Alternatives to human assistance)
- Alternatives to using a reader include use of reading software or a reading pen. Use of word processor software or speech recognition software are alternatives to using a scribe. Audio prompters such as a timer—set to ring or vibrate at timed intervals—can serve as alternatives to a human prompter.
- Extensions to deadlines – SIS can give the additional time and flexibility that some students may need to get through their tasks. For more details about use of extensions and IB supporting this arrangement for students who face emotional challenges, and COVID-19 related adverse circumstances, the IB guidelines to the same will be followed. (Access and Inclusion during the COVID-19 pandemic: Access arrangements for mental health challenges)

I. Privacy And Confidentiality

All children have a right to privacy. Students who are experiencing difficulties at school should not have their difficulties, or successes, discussed informally by anyone, anywhere. When discussing any child with another staff member or parent it should be done in private. Staff will maintain confidentiality by not referring to any child outside of the classroom by name or identifying features, not referring to social or learning difficulties in front of other students or members of the SIS community, and being sensitive to making comments or drawing conclusions about a student's behavior or learning profile.

SIS regards confidentiality as an essential component of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admissions or when a special need or learning difference is identified, there is every attempt to safeguard all communications. This

includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school student files are kept in a locked area of an administrative office. Digital files are only shared within and among support staff and administration relevant to the student issue.

SIS holds and stores all relevant academic and non-academic information for every student on MySchoolOne software (MSO). The rights and permissions will be given to filter this information and keep only aspects relevant for creating Individual Learning/Education Plan (ILP/IEP), collaborative planning, during the academic transition period (example, from IG to DP) and for tracking academic/learning progress of the student. Student information is first entered by the Administration (during the admission process); this information is managed solely by the coordinator and shared with limited access with the Facilitator only.

Transition Of Students

Within the School

A Case discussion for each student will take place with parents at the time they move from Primary to Middle school. Teachers of the primary as well as the middle school will attend this meeting or meet with the parents as and when needed.

One School to Another

The transfer of information is important at every stage. As the child progresses from Kindergarten through the school, records if any will be transferred. When children move to other schools, SEN records will be sent to inform the new school of the child's needs.

J. Sensitizing and Empowering Stakeholders

Facilitators

Through the orientation programme at the beginning of every academic year, teachers are made aware of the facilities which are available for the students with special needs. They are also provided instructions about the accommodations which are to be provided to the identified SEN students. Class teachers and subject teachers are responsible for identifying students facing learning difficulties through their daily observation in class. They then refer the identified students to the SEN Department for further intervention and follow up.

Students

The peers of identified SEN students are sensitized about ‘inclusion’ through discussions and counselling sessions. They are made aware of the diversity that exists in the society and they are also encouraged to contribute in their own ways by including the SEN students in the school activities. The students with special needs are educated and made aware of their limitations but at the same time they are encouraged to harness their strengths so that they do not feel left out.

Parents

Parents are made aware of the support available within the school for pupils with special educational needs through meetings at the time of admission and through the orientation programme at the beginning of each academic year.

K. Connection With Other School Policies

Language Policy:

Students with special needs are identified after being observed by the subject teachers and referred to department. In collaboration with the subject teacher, Special Educator and the parents, a course of action is then devised to help them, with an individualized educational plan. A student with needs may also be exempted from learning the additional language/s based of the recommendations of the diagnostic reports obtained from registered testing and evaluation authorities and submitted to the school.

Assessment Policy:

The Assessment arrangements listed below require authorization from the IB Assessment Centre.

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to Speech and Communication

Admission Policy:

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school’s admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child’s needs.

L. Professional Development

At SIS, we ensure that the IB practice: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice (0203-02) is implemented.

a. In-house training:

- Co-teaching (collaborative teaching) has been identified (Mitchell 2008) as a successful strategy for increasing access and participation. Teachers with experience, training and knowledge in the areas of identification, assessment, intervention of special and/or learning challenges will conduct in-house training and disseminate relevant knowledge to all teachers.
- Specialists from the SEN Dept will conduct and train the whole school community on relevant aspects of recognizing and providing learning support to all students.
- Suggested resources by the IB for teachers will be referred to by all teachers. (Example: Teacher training materials: materials (UK): http://www.advanced-training.org.uk/)

b. Certified workshops/training:

- Teachers are encouraged to attend and participate in workshops and/or webinars on relevant topics with respect to differentiated teaching, learning and assessment to deliver inclusive learning support to all students.

M. Policy review timeline

Last Review September 2016
Review June 2021

N. Glossary

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular access arrangement.

Barriers

Refers to factors in a person’s environment that, through their absence or presence, limit functioning and create disability (WHO, 2001)

Disability

Refers to a long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder one’s full and effective participation in society on an equal basis with others (Equal Opportunities Act, Act XXIV of 2016).

Co-teaching (collaborative teaching)

Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom, involving the distribution of responsibility among people for planning, instruction and evaluation of a classroom of students.

Differentiation

The process of identifying, with each learner, the most effective strategies for achieving agreed goals as discussed in Learning diversity and inclusion in IB programme

Equity

As defined by Organization for Economic Co-operation and Development (OECD), “Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances—for example gender, socio-economic status or ethnic origin—should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all—for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure.”

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger’s syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural

difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Inclusion

As defined by the IB in Learning diversity and inclusion in the IB programme, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”.

Inclusive assessment arrangements

Changed or additional conditions during the assessment process for a candidate with assessment access requirements, related to arrangements made in the assessment process—such as changes in duration (for example, extra time), location (for example, preferential seating), presentation (for example, use of a screen reader) or method of response (for example, use of speech recognition software).

Inclusive education

Refers to the valuing and acceptance of diversity, to its value and the rights of learners to not only attend mainstream schools, but also to belong as valued members through active participation and the elimination of the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics.

Universal design for learning (UDL)

A set of principles for curriculum development that gives all individuals equal opportunities to learn and provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Whole school community

Students, parents and caregivers, educators, learning support staff, school owners, non-teaching staff (janitors, lunchtime supervisors, bus drivers, board members and so on).

References:

IBO. “Learning Diversity and Inclusion in IB Programmes.” International Baccalaureate, Jan. 2016,

IBO. “Meeting Student Learning Diversity in the Classroom.” International Baccalaureate, May 2013,

IBO. “The IB Guide to Inclusive Education: a Resource for Whole School Development.” International Baccalaureate, 2018.

IBO. “Using Universal Design for Learning in the IB Classroom.” International Baccalaureate, Dec. 2016.

IBO. “What Is an IB Education?” International Baccalaureate, Aug. 2013.
IBO. “Access and inclusion planning during the COVID-19 pandemic: Alternatives to human assistance”, Oct.2020

Open Society Foundations https://www.opensocietyfoundations.org/explainers/value-inclusive-education ; https://publications.ici.umn.edu/ties/inclusive-school-communities-10-reasons/introduction

Teacher training materials: materials (UK): http://www.advanced-training.org.uk

BIA policies: Language Policy, Admission Policy, Assessment Policy
Neev Academy Inclusion Policy
Gateway Inclusion Policy