



IN OMNIA PARATUS

INDUS
INTERNATIONAL SCHOOL
P U N E

**INCLUSIVE
EDUCATION POLICY**

CONTENTS:

1. Vision	2
2. Rationale	2
3. Aims and objectives of Inclusive Education department	2
4. Roles and Responsibilities	2
5. Admission Criteria – General	3
6. Working of the learning lab / IE department	4
7. Assessments	5
8. Services to be provided	7
9. Movement to senior School	8
10. Educational Plans	8
11. Parent Involvement	8
12. Staff Development	9
13. Modified curriculum/ Integration policy	9
14. Integration	10
15. Glossary	10

1. Vision

The Indus International School believes in providing equal educational opportunities to all students who will benefit from the environment that is present in the school. We also believe in providing a **Least Restrictive Environment** for all students. This means providing support to students with Special Needs in an environment that will benefit them. We believe that every teacher, through Differentiated Instruction can be successful in dealing with students with Special Needs. These students also require more creative and resourceful teaching and assessment strategies and we will work with all our teachers in ensuring that this is evident in every class. In Whole Education we are committed to expose students to learning in other areas apart from academics and as a school we will ensure that our students with Special Needs are not deprived of such experiences. If they will benefit from extra support, this will, to the best of our ability, be given during school hours without taking away from Whole Education. However in a particular subject, if they are unable to cope with the curriculum of the class then the curriculum will be modified to the least percentage required. We are also committed to provide these students with remedial intervention to help them build the skills in which they lack.

2. Rationale

In this respect all students should

- 2.1 Be able to avail of an education appropriate to their learning capacity
- 2.2 Be given an equal opportunity to an inclusive education system.
- 2.3 Be provided with remedial teaching and subject support within the framework of the school policies
- 2.4 Be given concessions applicable to their needs as provided by the relevant curriculum boards/ school program

3. Aims and objectives of Inclusive Education department

- 3.1 To ensure a multi-sensory approach to instruction and assessment.
- 3.2 To adapt and provide a curriculum beneficial to the individual learning style of the student with special needs/ gifted children.
- 3.3 To integrate students into mainstream classroom through Differentiated Instruction.
- 3.4 To seek and ensure continuous improvement in learning for all students.
- 3.5 To develop the confidence and personality of the student.
- 3.6 To develop a productive contributing global citizen

4. Roles and Responsibilities

The Inclusive Education department will be responsible for the creation and adaptation of the remedial programme as per the individual needs of every student.

The school counsellor is responsible for overall personality development of all students. Students with behavioral and emotional and related concerns will be referred to the school counsellor. Subject and mainstream teachers will be responsible for support and DI teaching co-ordinated by the Inclusive Education dept.

5. Admission Criteria – General

The only type of challenge the school is unable to take on at this point are children with total visual or auditory impairment and children with moderate to severe intellectual deficits and/or mental retardation. Since the school at present, is not wheel chair accessible, students with limited mobility will not be able to benefit from the school set up.

i. **LEVELS OF ABILITY:** The school and accommodate the students with:

- The ability to work in groups – senior school.
- The ability to work in the mainstream with resource help or on an adapted curriculum. This adaptation can be of two types:
 - ✓ No modification to the curriculum, only environmental accommodations (such as extra time for writing, audio taping of class lectures instead of taking notes etc.) as well as some resource room time.
 - ✓ Mainstream curriculum content to be reduced to the least possible percentage required of the mainstream curriculum, depending on the capability of the student (based on formal evaluation/ testing and feedback from Coordinators/HOS). Resource room time for reinforcement of concepts and individual remediation programs will also be necessary.

Hence, a bar on the severity of disability will be placed at between Borderline – mild in all admissible disability criteria.

ii. **AGE CRITERIA:** Students should be of the age appropriate for the class in which they are seeking admission. However the school will consider students who are over age by one or a maximum of two years for that class. This is subject to vacancies available for that particular class.

iii. **SPECIAL DISABILITIES:** Admission for children on the Autistic spectrum may be included in the junior level classes however, students between ages 3-6 years will only be considered. Transfer to the senior school is at the discretion of the class teacher, coordinators and the heads of school across campuses. Their goal for being in a mainstream school setup would be developing socialization and communication skills. By the age of 9 years, if they do not have sitting/group behaviour, i.e. the student is unable to sit in class and follow the instructions of the teacher unless under constant supervision and has a tendency to disrupt classroom teaching due to the inability of sitting for the average time as per grade requirement, the parents will have to provide for a trained volunteer or a special educator (employed by parents) to accompany them. This volunteer/educator has to be approved by the school management. A lady is preferable.

Students with ADHD (formal assessments need to be handed over to school) also may have to have a professional volunteer to accompany them if they do not have sitting/group behavior.

The child's behavior should not pose any threat to self or others.

iv. GIFTED CHILDREN:

Admission for gifted children will be based on prior knowledge assessments/ or any formal IQ tests submitted by the parent (subject to a validity of 2 year validity).

All children will be provided adjustments when necessary in order to address their advanced individual needs. Nurturing the talents of these students will enable them to reach and maintain the status quo with their academic excellence.

v. ASSESSMENT FOR ADMISSION

A formal Psycho-Educational Assessment is essential for every new admission (testing centres will be specified by the school).

Admissions for all students to the school, who have special educational needs, must be routed through the Inclusive education Department. If accepted (post meeting all criteria) the Department will conduct informal assessments to establish levels of functioning of the children and will recommend the grade in which admission should be given. Admission of students who have below average scores, in academics, in their previous school, should also be routed through the inclusive education department.

vi. RTE- (Right To Education Act- 2009)

This is in accordance to our community service endeavours and it is also a mandate by the Government of India. All students under the RTE act are from the lower socio economic strata, and mostly their dominant MT is Marathi.

Admissions for these children are based on a draw of lots.

Assistance is rendered in the following methods:

- 1) Parents are inducted in their mother tongue
- 2) The use of English is encouraged however, the school permits (RTE) children to communicate and/or receive instructions in the mother tongue until they are comfortable with using the English language.
- 3) The school may be involved in guiding and counselling the parents as and when required.

6. Working of the learning lab/ Inclusive education Department:**i. ORIENTATION:**

At each level, Senior, middle or primary, an orientation will be given to all parents, during the induction week. Mid- session admission will be given individual inductions. Sensitization workshops will be held each year, with the staff of the school and students across all classes.

ii. METHODS OF INSTRUCTION

- Differentiated Instruction
- One to one tutoring
- Brain storming
- Mind mapping

- Recounting
- Reinforcement sheets
- Simplified instructions/ Highlighted Text
- Audio tapes
- Projects and assignments given by subject teacher

iii. **SCHEDULE FOR SEN SUPPORT AND REMEDIATION**

Every student will have a schedule, tailor made to their requirement for the individual subjects and skills for which they need intervention.

7) ASSESSMENTS:

The specific learning outcomes created by the school will form the basis for student assessment. Assessment of subjects, both formative and summative, will be done by subject teachers. Assessments methods will be varied to suit different learning styles. Assessment tools could include:

- Anecdotal records
- Student work samples
- Peer/self-assessment
- Teacher designated tests
- Oral presentations

Inclusive/remedial assessment will be recorded as a basis for evaluation of all the essential skill development (Thinking, Research, Communication, Social and Self- Management skills as mentioned in *MTPYPH pg 21-23*).

MYP Accommodations:

- 1) . Teaching and learning for students with special needs is modified along with the support of the special educator at the beginning of the year is review each semester.
- 2) Individualized plans are created by the special educator. Separate pull out sessions may be included for students to work on skill building.
- 3) Summative and formative assessments may be modified to suit the individual needs of the student in consultation with the special needs educator and the MYP coordinator.
- 4) Special considerations will be made for students with permanent disabilities or who suffer from medical conditions, which affect student performance.
- 5) In emergencies, for cases such as temporary disabilities (e.g. broken arms), the students may be granted access arrangements that will alleviate the problem.
- 6) Students may be offered separate notes and the level of support required through the tasks will be tailored to their individual requirements.
- 7) Assessments will allow for time and separate space accommodations if required by the student.

Types of Special Arrangements

- An extra time allowance and/or a separate assessment room
- The provision of specially adapted question papers (multiple choice, visual/oral assessments and enlarged texts)
- Assistance with reading or writing (scribe, prompts etc.)
- Use of computers and other assistive technology
- Extensions to deadlines
- Assistance with practical work

IB Diploma Program

Eligibility for Special Assessment Arrangements

Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioral difficulty, physical, sensory or medical conditions or mental health problems.

Types of Special Assessment Arrangements

I. Assessment Arrangements requiring authorization from IBO:

- Additional time
- Rest periods during an examination
- Assistance of a reader or a writer or a prompter
- Use of computers and other assistive technology
- Modifications to examination papers
- Alternative venues for examinations
- Exemptions from assessment
- Extensions to deadlines
- Assistance with practical work

II. Assessment Arrangements not requiring authorization from IBO:

- Arrangement for appropriate seating
- Take an examination in a separate room
- Allowed to take medication and /or refreshment during an examination
- A candidate with a hearing condition may receive instructions from a communicator
- For a candidate who is colour blind, the invigilator is allowed to name colours in the examination paper

Key Rules

- A request for special arrangement must be submitted on form D1 and supported with medical documentation (Translated into English where necessary)
- Coordinators should send form D1 and the medical documents to IBCA eighteen months before the written examinations.

Further details regarding the Special Assessment Arrangements which are offered by IBO, and the regulations which govern them, can be found in the Meeting students learning diversity in the classroom May 2013.

8) SERVICES TO BE PROVIDED: The Learning Lab will provide the following services:

- Identification—Informal identification of students with special educational needs will be done by special educators when mainstream teachers bring their attention to students in their classroom who have difficulties in the regular curriculum. Special educators and Counsellors will conduct observations, talk with teachers, and look at samples of written and other work, before calling on parents for discussion and further formal assessments (psycho-educational) and planning.
- Parent meetings/contact, will take place for: identification (as mentioned above) planning, formulation, and reviews for the IEP.
- Students with inclusive needs will be **counselled** in order to enable them to cope with their learning difficulties and challenges. Counsellors will formulate their intervention programs co-ordinated with the inclusive education department and other teachers.
- Remediation strategies will include the use of specialized programs for Spelling, math and/or other skills, depending on the needs of the student.
- Academic Training – Accommodations in classroom expectations of the student, Curriculum modification to the extent that is required by the student, Remediation to enable the student to cope better with their disability.
- Activities of Daily Living – Teach students skills needed in every day life. Enable students to cope with the pressures of living in our present world. This will be only done for students where such skills have been observed to be poor.

In the event, that a Parent does not co-operate to formally identifying their children in having learning challenges or behavioural concerns, then the school will provide an induction to help parents understand that no modifications or accommodations will be made in future. Therefore it is essential for parents to extend their support during this process.

9. Movement to Senior School:

- A Case discussion for each student will take place with parents at the time they move from junior to senior school. Formal communication stating all relevant clauses of the offer letter given at the time of admission will be given to the parents again. This letter will also state the accommodations/ curriculum modifications being provided to the student. Teachers of the junior as well as senior school will attend this meeting.
- If the student continues to follow a modified curriculum in the middle school, then the parents have to give a written commitment agreeing to acceptance of educational decisions made by the school after relevant discussions with parents.

10. Educational Plans:

All formally assessed / identified students will have an IEP (Appendix 1) for remedial teaching, subject support and curriculum modifications. The IEP will be drawn up by an interdisciplinary team, consisting of: special educator, parents (Appendix 2), grade teacher, subject teachers, Coordinator, HOS and counsellor. In the case of boarders whose parents are unable to attend such meetings, with their permission, the IEP will be drawn up and emailed to them for changes and final signed acceptance.

Remedial curriculum will be supervised by the special educator; subject/modified curriculum will be supervised by respective subject teachers, supported by the counsellor and special educator. The time line for the IEP will be one year with regular reviews at intervals of 3-4 months.

ESL/Second Language— students with special needs are not required to take a second language due to their existing learning challenges. Students with specific language difficulties will take ESL instead of English. 2nd Language periods will be used for intervention/remedial skill training and subject support by subject teachers/ inclusive educator.

Movement between the Learning Lab & the mainstream and within the Learning Lab (modified curriculum,) will take place in consultation with the parents. However, the final decision will rest with the school.

11. Parent Involvement:

Parents must be involved, in formally identifying a student's inclusive needs and in IEP formulation.

- Parent In Partnership (PIP):** Active participation of the parent in the classroom will be sought at the discretion of the class/subject teacher.
- Parent Volunteers:** The school reserves the right to ask/deny parents to volunteer their services to the Learning Lab.
- Children with special needs** can avail of certain **concessions** during Cambridge and IB examinations on the production of a formal psycho educational assessment report, (signed by a clinical psychologist). **It is the responsibility of the parent to**

follow up on the same with the Inclusive education department, so that all documents for these concessions are submitted, well in advance, to the examination board to apply for the required concessions.

- iv. **Gifted children** can be offered an acceleration program to help them stay focused so as to facilitate cognitive development appropriately.

12. Staff Development

- i. **Mainstream Teaching:** Regular sessions with mainstream teachers for inputs related to relevant academic methodologies to be adapted.
- ii. **Induction Program:** All new teachers, both in the primary and senior schools will undergo an induction program organized by the Special Education Department. The following will be covered in this program:
 - Explanation of various disabilities in the school
 - Identifying gifted children and abilities
 - Classroom accommodations that can be used in class.
 - How to detect student with a learning difficulty.
 - Cases which come under Inclusive education and Counselling.
 - Inclusive education integration through DI in the classroom.
 - Set up of the Inclusive education department and its function.
 - What is a modified Curriculum
 - Role of the Inclusive Educator in the classroom
 - Special Considerations allowed by the Cambridge and IB Boards.
- iii. **Provide strategies to teachers to facilitate a better learning environment :** Training on updated methodologies in inclusive education will be provided to the staff. Also Inclusive Education department will send out any publication from the IB or other periodicals to keep teachers are abreast with new pedagogical practices.
- iv. **Other Subjects:** Teachers will attend workshops related to the mainstream subjects and DI, when available.

13. Modified Curriculum/ Integration Policy:

A student will be considered for the Modified Curriculum when –

- The student is unable to comprehend age appropriate information taught in class.
- The student disrupts the class and displays a lack of attention consistently.
- The student shows signs of poor organizational and self-management skills along with below average academic achievement.
- The student has learning gaps due to inconsistent schooling.

OR

- The student is a high achiever and is above class level expectations.
- The student demonstrates consistency in achieving academic excellence.

Modification of the curriculum will start after assessments by the respective subject teacher and Inclusive Educators. Procedures to be followed in such cases are as mentioned below:

- i. **LETTER TO PARENTS:** A letter will be given to the parents at the time of modifying the curriculum. The Head of School will sign this letter.
- ii. **PEDAGOGICAL APPROACH:** A structured teaching approach will be adopted in the mainstream with respect to academic curricula.
- iii. **INDIVIDUAL EDUCATIONAL PLAN (IEP):** For all students in the Inclusive education Department, separate individual educational program (IEP) will be made by the interdisciplinary team as mentioned above (see services provided).
- iv. **FEEDBACK:** Regular meetings will be scheduled between the subject teachers and the special educator to review the progress of the student integrated in the mainstream. This will be done on a quarterly basis, either through a Parent Teacher Conference [PTC] or through the School Information System.
- v. **RESOURCE HELP:** The school is committed to provide the resource help needed to assist the students in the mainstream.

14. Integration:

All students under the Inclusive education department will be provided the Least Restrictive Environment. The following will be the protocol for integration:

- Students will not be pulled out of the classroom unless deemed necessary.
- Integration of co-curricular activities is essential at all levels, whether the student is part of the SEN department on a part or full time basis.

15. Glossary:

Adapted: This refers to any difference in the prescribed grade curriculum, be it teaching techniques or changing the curriculum.

Functional Academics: Refers to a curriculum taught to students who are unable to benefit from a primarily academic curriculum. This curriculum will focus on Pre-vocational skills, Life skills, Money skills, Time skills, Functional reading and writing skills etc.

Least Restrictive Environment: Refers to the minimum amount of accommodations needed for the student to perform to their potential.

Modified Curriculum: This is when the prescribed grade curriculum is reduced or accelerated by a specified percentage for better assimilation of subject matter taught.