



# **THE INDIAN PUBLIC SCHOOL**

## **INCLUSION POLICY**

### **(Special Education Needs Policy)**

## **INTRODUCTION**

### **WHAT AND WHY AN INCLUSION POLICY?**

Inclusive in the context of education refers to the diverse needs of all learners by reducing barriers in their learning process. It is a process of enhancing and improving the capacity of the education system to make accessible to all learners, understanding differentiated learning approach. This teaching and learning approach provides all the learners vivid opportunities for academic and social achievement.

It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be barred by the IB on the grounds of race, nationality culture, gender, religion, disability, or any other personal characteristic as prohibited by law.

### **IB Mission**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners

### **TIPS – The Indian Public School- Mission**

To nurture inquiring, knowledgeable and caring young lifelong learners who are engaged citizens of our world through intercultural understanding and respect.

### **IB Learner Profiles**

The school achieves the mission states focusing on one of the best ways to inculcate moral values and that includes the IB learner profile attributes and skill based learning.

## **INCLUSION POLICY**

### **TIPS Inclusion Philosophy**

The Indian Public school believes that valuing diversity and promoting equality is effective through the inclusive approach. The school ensures that all pupil with and without

Special educational needs get the right support, space and the learning environment. The school ensures that every child is protected from harm and negligence, and that every effort is made to enable them to learn and grow independently. The school ensures all our stake holders are aware and contribute to the inclusion policy and is aware of individual's role towards achieving it. The school has facilities to support students with mild conditions. We are not equipped to handle extreme conditions. Students who fall within the Special Needs definition of TIPS includes the following, as per the policy.

- Students with ADD/ADHD
- Students with emotional and behavioral disorders
- Students with physical, sensory and mental health difficulties
- Students with speech and communication disorders
- Students with learning difficulties and disabilities

**Differentiation:** At TIPS, all students receive support, instruction and choices that enable them to succeed their approaches to learning, abilities and interests. Differentiation is seen as the process of identifying each learner, his/ her learning strengths, the effective strategies to develop meaning; balanced and Self-motivated groupings within classrooms, use of pre assessments and formative assessments to discover students' strengths and areas to focus, and provision of materials -such as levelled reading materials, enrichment activities, and choice of learning and assessing mode and time.

## **Legal requirements of inclusion policy in India**

### **National Education Policy, 2020 - INDIA**

TIPS SEN Policy also aligns with the National Education Policy, 2020 - INDIA & UNESCO policy guidelines on inclusion in education.

The NEP- National Education Policy, 2020 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

India has been a member of the UNESCO. According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.”

Read more at RGNUL Student Research Review (RSRR):

[rsrr.in/2020/09/29/new-education-policy-inclusive-education-india/](https://rsrr.in/2020/09/29/new-education-policy-inclusive-education-india/)

## **Confidentiality of Student Records at TIPS**

Students' educational records are private and maintained confidentially in TIPS, reflecting the policy guidelines in the Parental Rights for Special Education, The School shares the report of the students only to the parent of the particular child. Nonetheless, they are obligated to keep a

child's records confidential to parties that are not involved with that particular student.

## **Connection to IB policies**

### **INCLUSION & ADMISSION POLICY**

- During admission the parents / guardians will need to provide the complete documentation of the child's academic and health history, educational evaluations, and details of extra academic or specialist support they have had/currently receiving / they shall need.
- The student shall be assessed on their academics, skills and behaviour through means of tests suited to their age and/or abilities and a detailed discussion with the parents.
- The admissions shall be decided on condition of evidence from a detailed and recognized diagnostic test to pursue the course with the special education support systems available at the school.

### **INCLUSION & ACADEMIC HONESTY POLICY**

- The student support team collaborates with other departments to arrange appropriate learning environment for students with learning difficulties and disabilities without compromising the academic integrity of the curriculum and to ensure a fair and genuine learning, assessing and feedback process.
- Students with identified learning difficulties receive individualised checklists to ensure that requirements for tasks are met, including aspects of academic honesty

### **INCLUSION & LANGUAGE POLICY**

- The school implements the language policy – the access languages and the languages of instruction that meets the requirements of students with special education needs to construct meaning and to facilitate positive development for all students in school by including their varying linguistic resources.
- English being the medium of instruction, prior knowledge is assessed during admission. For all those who require special support in English, school accommodates time, space, work and SEN teachers
- Collaborative planning sessions also aimed at building collective responsibility of teachers to develop language and communication of all students. SEN students.

### **INCLUSION & ASSESSMENT POLICY**

- The school implements inclusive assessments increasing the scope of agency in learning.
- The implementation of the assessment shall be differentiated according to the students' needs, interests and learning profile.
- The school encourages and implements the Inclusive Assessment Cycle, where the children take responsibilities for their assessments.

## **Roles and Responsibilities of the stake holders**

### **The School**

#### **The school has the responsibility**

- To ensure that policies and systems are practical to promote inclusive practice.
- To appoint right faculties and empower them with needed support to effectively manage the learning needs of SEN students.
- To facilitate timely and genuine communication with the parent community.
- To facilitate the trainings and needed resources to the support team to ensure professional support for the SEN students.
- To organize resources to record the evidences of the students' learning & progress
- To organize support teachers (shadow teachers) to help the homeroom teacher in providing SEN students extra support and the learning needs in the main stream classes.
- To arrange special caretakers to students who needs support in basic routines
- To provide e- learning facilities during situations like pandemic, providing IT team to ensure the information security issues or technical glitches and technology infrastructure in view of supporting inclusive virtual classroom

### **The Class Teacher**

- Collaborate with learning support team to discuss concerns about the students' learning difficulties – academic performance, skill development or behavioural issues
- Support agency by involving students in planning their learning and facilitating differentiation in the learning environment to meet the needs of all students.
- Maintains frequent, genuine and positive communication with parents by sharing information appropriate to the regular programme and extra support provided.
- Encourages differentiation instructions and strategies to meet the needs of all the students in the classroom.

### **The Learning Support Teacher- PYP**

- Coordinates and plans Learning Support with the homeroom teachers /subject teachers/ co-curricular facilitators – arts and sports team on a regular basis;
- Suggests and provides possible resources or strategies that could be used in support of the child, both in class and at home;
- Maintains frequent, genuine and positive communication with parents by sharing information appropriate to the regular programme and extra support provided.

- Maintains learning support record and maintains confidentiality of students report to the people who are not involved with that particular student.

## The Parents

- To encourage the teachers and the child in their learning process.
- To support the child at home when doing any work which will help the child achieve the set targets, and update the teachers on any specific change or progress about the child.
- Ensure that the child maintains a healthy routine to face the challenges in the learning process and to actively participate in the planned activities.
- To fix appointments to meet the teachers when needed and also attend the review meetings
- To bring to the notice of the school, conditions experienced by the student that are unfavourable in the school or outside school which tend to be harmful to the successful implementation of the course.

## Stake holders at TIPS

TIPS inclusion practices have responsible stakeholders for our inclusion policy to be successful. The following personnel are vital to the implementation of this policy:

- Academic Support Team (Coordinators)
- Special Education Teacher & Occupational therapist
- General Education Teachers
  - Subject specific Teachers (Art, Music and P.E.),
- Parent and Guardians
- Students

## Cycle of review

### Queries and discussions while reviewing the policy

Review questions	Philosophy
What are the different barriers faced by learners?	Student support 2.1: The school implements and reviews systems and processes to identify the needs of students
How does the school define inclusive values?	Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
What does diversity look like in our school?	Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals
How does the school plan assessment and feedback to the SEN students?	Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently.

How does the school philosophy align with inclusion?	Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
How would you deal students with special needs in promoting learning in an inclusive online learning?	Approaches to teaching 5: Teachers remove barriers to learners by enabling every student to develop, pursue and achieve challenging personal learning goals

Policies will be reviewed and updated following the feedback of teachers, students, parents, and the Pedagogical Team. The policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when Programme coordinators deem it to be necessary.

## TIPS Practices

- **PYP Special Wings** – At TIPS, CBE campus Special Wings is developed with the focus to provide extra support as an environment that will inspire and empower for children experiencing challenges such as Attention Deviation Hyperactivity Disorder (ADHD), Attention Deviation Disorder (ADD), Dyscalculia, Dyslexia. Students admitted under Special Education Needs category shall be guided and counseled by the coordinator and the special educators meant for the purpose.
- Academic planners also include the scope to the Individualized Educational Programme with learning objectives, learning steps, strategies and activities focusing the conceptual approach and skill based learning.
- Intervention Program: Early Intervention approach which consists of a variety of strategies, Speech and Language therapy which Teachers and Parents can use to support the speech and language development of their children.
- A remedial room – the school has organized a learning space where a special education / remedial support teacher assists and help students identified with a disability. The number of students in a resource room at a specific time varies, but shall consists of at most 2 students per facilitator.
- Learners with mild learning disability / difficulties will be included in main stream classes for academic input at grade level with interventions, whereas learners who is in need of more support will be attached with a shadow teacher(PYP) for the safety and effective learning of the SEN student and other students.
- The students shall be assessed academically through means of tests suited to their age and/or abilities.
- SEN Students(PYP) and their progress will be identified with the help of diagnostic tests, regular observation and checklist by the special educator.
- The school works with the authorized and trained practitioner and to support such

children.

- School shall implement differentiated instructions within the class and modified assessment strategies to suit the requirements of these students.
- The school shall advise the student and parents from time to time about the additional medical or psychological support that the student may have to undergo if in need.
- The medical conditions of the students shall remain confidential to the extent that such students may not be deprived in terms of interpersonal relation with their peers and others.
- The School promotes collaboration among teachers in the implementation of whole-school policies on Learning Support for the SEN students. The orientation sessions for the new teachers to get them familiarized with the school's inclusion policy.
- The school communicates the SEN students' strength, weakness and needs very clearly as an anecdotal report, academic report and portfolios which gives a dynamic picture about the student in different situations, and which shall be a guide for the supporting team in forthcoming years.

### **TIPS Programme**

- Extra support shall be given to SEN students during regular classes and also after school hours, to meet their academic requirements by the specialized teachers in various disciplines such as Math, English reading/writing, story-retelling, reader's theatre – role play, action, songs to develop their communication skills.
- The School will cooperate in a situation where a shadow teacher is needed and will make sure that the assistant has appropriate qualifications to support the student in the learning process and collaborate with the specialized teachers in different disciplines
- The DP Coordinator will provide support and consultation to the students with special education needs in the process of choosing their subject courses for the Diploma Programme based on the student's individual strengths, provisions and challenges.
- The School will implement timetabled assessment structures, available resources and facilities, forms of communication and updates to a student, parents/guardians and faculty staff to implement special needs provision within its capabilities.
- Application will be made to Examination Boards for special consideration to be granted to all students assessed as SEN or differently abled and provision will be made to support them in examinations. Students granted special consideration in external exams will be granted the same consideration in internal examinations.
- Under emergency situations, students under SEN category who face severe illness during the Assessment period, may be permitted to take up the examination in an alternative venue or on a rescheduled date, strictly adhering to the guidelines mentioned in the IBDP Assessment procedures.

### **Resources**

**Hands on learning resources:** The school prepares or/and organizes hands on learning resources like experiment kit , tactile materials, sensorial materials, printable to help students with different types of disabilities including: visual, mobility, auditory, neurological, cognitive, medical, and psychological differences

### **Technological Resources at TIPS**

Though TIPS has made step with its technology department by providing a computer lab, SEN classroom, Math Lab , the school is planning to add more advanced technological resources in future such as Smart- boards, individual I-pads or tabs , so that our students learn concepts better using sounds, videos and images that are much more interactive and expressive.

### **THE POLICY AS A WORKING DOCUMENT**

The TIPS Inclusion Policy is to be considered a working document that is reviewed and revised at least every five years in conjunction with the school's IB self-study review cycle, or more frequently if changes in the school's student population, state or federal laws, or IB course offerings and/or sequencing dictate review and revision.

### **COMMUNICATING THE INCLUSION POLICY TO ALL STAKEHOLDERS**

The TIPS IB Inclusion Policy is available to all current and prospective students and families as part of the comprehensive TIPS essential documents; this document serves as the "Handbook" for potential and current students. These policies are also communicated to students and parents through admission team, Class teachers, Counsellors, and the Programme Coordinator at the start of each academic year as part of formal orientation.

### **References**

- New Programme Standards and Practices (2020)
- The Indian public school – Inclusive policy / SEN policy 2019- 20 – TIPS Chennai
- PYP -Special Educational Needs Policy -International Community School
- The international school of TICINO – 2020- 21
- Indian National Educational Policy (NEP) 2020
- Pedagogical research document on ' Special Needs In Digital Classroom'
- The International School of Poznań – Inclusion policy
- Inclusion Policy – SPED – SCHOOL