



Smt. Sulochanadevi Singhania IB World School
(DP) Thane

Inclusive Education Policy

॥ तेजस्विनावधीतमस्तु ॥

Table of Contents

1. 'Inclusion' at Smt Sulochanadevi Singhanian IB World School	3
2. Inclusion and Admission Procedure	4
3. Identification of Special Needs	5
4. Special accommodation during assessments	5
5. Approaches to meet policy objectives	6
6. Inclusion policy review framework	7
7. Issue of confidentiality	7
8. References	7

॥ तेजस्विनावधीतमस्तु ॥

‘INCLUSION’ at Smt. Sulochanadevi Singhania IB World School (DP)

The IB believes in ‘Inclusion’ as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (from *Learning diversity and inclusion in IB Programmes, 2016, p.1*). Upholding this sentiment and spirit, Smt. Sulochanadevi Singhania School is committed to provide lifelong learning to all students and offer equal opportunities to rise to their true potential.

The School believes that every child possesses an inherent ability to learn, and learning is most effective when it happens according to the capacity and potential of the child. The school strives to uphold the unique learning needs of the students and supports as well as facilitates inclusion in the best possible manner.

‘Inclusion’ at Smt. Sulochanadevi Singhania IB World School (DP) is not restricted only to academic learning contexts, pedagogy, curriculum and assessment but is in fact facilitated by aspiring to create a culture of cooperation, collaboration, enhanced sensitivity and tolerance and respect and acceptance of differences and diversity at all levels possible.

Considering this, the School has its own “Inclusion Policy” to recognize and support the individual needs of all learners in the best possible and suited way and execute the belief aforementioned in the true spirit of the term.

The Inclusion Policy of the School aims at and works towards planning and executing practices to align best with the IB principles of inclusive education, especially that of considering ‘education as a right for all’ and ‘creating positive and enriching learning environments that promote a sense of belonging, safety, self-worth and growth’. Inclusion has been considered a consistent and integral part of all other policies, procedures and systems of the school including the Admission Policy, Assessment Policy and the like. The inclusive practices and procedures described here have been designed and insistence and attempt is made on its execution to empower students with special needs to reach their fullest potential and further to meet the assessment requirements, consequently leading them to attain the diploma/ certificate.

The Policy has been designed with sensitivity to facilitate inclusion of diverse learners in mainstream schooling, in the best possible manner and to possibly overcome potential barriers to learning as deemed existent by the IB, with specific relevance to school organization and resources, approaches to teaching and learning and

relationships among the community. These form the theme of primary focus throughout the policy.

Learner Diversity is primarily perceived when a student exhibits special education needs in case of learning disability, in specific or any other disability (as fits the criteria for the National Policy for People with Disability, 2006 - Ministry of Social Justice and Empowerment, Government of India) or difficulty posed due to circumstantial and contextual factors.

According to the school's Inclusion Policy, student with special needs may be anyone who:

- i) Has been formally diagnosed with a specific learning disorder impacting cognitive functions pertaining to information- processing, attention, comprehension, ability to read and write **or any other disorder** (of physical or intellectual nature) and bears a certificate or relevant document of the same.
- ii) Is exhibiting social, emotional and behavioural concerns and difficulties as a result of personal life circumstances.
- iii) Gifted intellectual capacity

In order for 'Inclusion' to be a consistent theme of functioning and ethos of the school's proceedings and practices, its consideration and manifestation has been insisted upon and can be seen in planning and execution of every policy pertaining to admission, assessment and pedagogy.

Inclusion and Admission Procedure

Smt. Sulochanadevi Singhania School believes in inclusive education and integrating students with special needs with mainstream education. It grants admission to all, regardless of any disability. The school aims to make the necessary adjustments to meet the aims and objectives of the policy, so as not to put any student at any major disadvantage.

Parents are expected to provide the necessary information regarding special needs, at the time of admission, supported by documentary evidence. Parents are offered opportunities to discuss their child's needs with the Principal and are assured of maintaining confidentiality. In case the information about this is not explicitly shared by the stakeholders, the school follows certain exercises, as stated below that may enhance understanding of student diverse, unique and special needs and may further recommend and refer the student for a formal psycho-educational assessment if felt necessary.

Identification of special needs

During the course of the Diploma Programme, the School is committed to identification of Special Educational Needs through

- i) Administering the 'Learning Styles' Assessment tool to identify the nature of learning preferences of the learners.
- ii) Personality and Learning profile be drawn, which may include five-dimension personality measure, self-esteem measure as also, 'multiple intelligence' measures.
- iii) Continual academic assessment to identify the nature of learning difficulties, if any, of the student.
- iv) Close and consistent observation of the overall behaviour of the student in the learning environment, which may include in-class observation; and also social environment which may include interaction with peers and teachers.
- v) The School also gives a hearing to the concern shared by both parents and students either individually or together.

Based on the nature of special needs of the students as stated, observed or identified, special considerations and accommodations are offered during assessment.

Special Accommodations offered during Assessments/ Examinations:

After the identification process, the students with special needs are provided with following special arrangements, as and when needed and as permitted by IB. These accommodations have been evolved keeping in mind the national recommendations as also, the IB recommendations.

- i) Student will be provided to take examination in a separate room to suit the needs of the student
- ii) A reader/writer may be provided as per the requirement of the student.
- iii) Additional time may be given to a student according to the student's needs.
- iv) Rest periods may be provided so as not to tire the student.
- v) Student may be allowed to take medications if need be.
- vi) Similar accommodations may be offered to students with unique needs not only during summative assessments as also formative ones and periodic classroom assignments and tasks.

The School and its staff aim to continuously monitor the progress of students identified as children with special needs and provides them the necessary support, also providing them with the required exam related arrangements. The process of identification of special education needs is clear, transparent and consistent.

Approach to meet The Policy Objectives

The approach to meet the Policy aims and objectives has been designed to include potential roles and responsibilities and stance to be assumed in thought and action by the school team and parents to facilitate inclusion in the best possible manner.

- i) The process of identification of special education needs and further mainstreaming and inclusion is followed with empathy and clarity. The parents are expected and guided to facilitate and play active role in the child's learning and development. The documents with regard to identification of special needs and corresponding action-plans are kept confidential and shared only with the parents/guardians.
- ii) Based on the identification, teachers are informed and guided to evolve teaching-learning plans and strategies to suit the needs of the student in the best possible way and to accommodate the learner in the classroom activities and proceedings fairly. Teachers are introduced to the idea of 'differentiated teaching processes' including collaborative and cooperative learning, creative approaches to teaching and learning and presentation of academic content, as envisioned by the IB ethos. Teacher training programmes aim to equip the educators with attitudes that are more accommodative, open-minded, diversity-tolerant.
- iii) Counselling and psychotherapy sessions are conducted regularly by the psychologist to help students as well as teachers to deal with challenges in the teaching-learning process. The psychologist designs and executes, with support of the school team, Mental Health initiatives to build positive attitudes towards mental health, acceptance of and building sensitivity towards individual differences are made a part of school calendar, so as to be diligently planned and followed.
- iv) The senior leadership, teachers and other staff pledges to build environments and climate where learners feel secure, safe, heard, cared for, valued, and realize their fullest potential.
- v) The students are referred to approach a Special/ Remedial Educator for out-of- school remedial education, in case of need.

Inclusion Policy Review Framework

- i) This policy is intended to be reviewed by the Inclusion Policy Committee at the beginning and end of every academic year based on the objectives and outcomes in the classroom situations. The framework as guided by the IB, namely of 'Inquiry, Action and Reflection' is referred to, in order to facilitate not only development but also review of the policy.
- ii) The Policy will be reviewed for its effectiveness and necessary changes can be suggested.
- iii) Collaborative discussions and meetings will be held among the teachers along with the psychologist to assess the effectiveness of the policy and update the same.
- iv) The IBDP coordinator ensures effective implementation of the Policy and stated changes.

Issue of Confidentiality

- i) The school communicates its policies and procedures to concerned stakeholders including parents/guardians in confidentiality.
- ii) Any information regarding the student is not disclosed to his/her peer group or any other parent/guardian.
- iii) Students files and reports are accessible only to the School Head, Diploma coordinator, psychologist and the special/remedial educator (in-house). Counselling reports or discussions held in this regard are also kept confidential.

Reviewed: May 2022

References:

<https://www.india.gov.in/information-national-policy-persons-disabilities-ministry-social-justice-and-empowerment>

'Learning diversity and inclusion in IB programmes' (IB Document- 2016)

'Candidates with Special Education Needs' (IB Document- 2011)