



Policy Name	<b>Whole School Inclusion Policy</b>
Policy Date	March 2020
Policy Review date	December 2021 26 March, 2022 ( 2 <sup>nd</sup> Review)
Review committee members	<ol style="list-style-type: none"> <li>1. Academic Director</li> <li>2. Head of School PYP</li> <li>3. Head of Middle &amp; Senior School</li> <li>4. Coordinators</li> <li>5. Teachers &amp; Parents: <ul style="list-style-type: none"> <li>• Balaji Babu</li> <li>• Vidya Murugan</li> <li>• Priyanka Lama</li> <li>• Shikha Dhar</li> <li>• Sangeetha P</li> <li>• Subadra Santhanam</li> </ul> </li> </ol>

## IB Learner Profiles

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Risk Takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Knowledge</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
<b>Open Minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **School's Vision Statement**

Sharanya Narayani International School (SNIS) aims to develop students who think, inquire, act and reflect. Teaching and learning will stimulate analytical, logical, critical, creative, and reflective skills to help students become lifelong learners and responsible global citizens in an ever-changing world. Our student-centric approach and secure, stress-free learning environment will contribute to a continuing sense of wonder and passion for the world around us.

### **School's Mission Statement**

Sharanya Narayani International School nurtures students into successful, responsible and ethical leaders who can brighten the world with compassion, curiosity and creative fire.

### **IBO's Mission Statement**

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 who understand that other people, with their differences, can also be right.

## Flow Chart of the Review Process for School Policies



## **A. School's Vision: Towards Implementing Inclusive IB programmes**

SNIS believes that:

- All children are unique and each child has some special talent(s).
- As a responsible educational organisation, we must contribute to the child's development- academic and/or non-academic so as to enable the student to achieve their best.
- Through effective teaching and learning practices, students can develop into inquiring and responsible global citizens.
- Holistic development of a student is achieved in a learning-friendly environment which is both child-friendly and teacher-friendly.

As an IB school, we commit to adapt the following four IB's principles of teaching so as to promote equal access to the curriculum.

- Affirming identity and building self-esteem.
- Value prior knowledge
- Scaffolding
- Extending learning.

## **B. Aims and Objectives of the Policy:**

- **Aims:**

The policy aims to create an inclusive environment so as to provide equal opportunities to students with varied backgrounds and abilities (including the children with special education needs). It further aims to improve the quality of education by adapting the learner centric approach.

- **Objectives:**

- Ensure that the school is child friendly and that the individual needs are taken care of.
- Assist individuals with cognitive and/or developmental disabilities to achieve their highest potential.
- Help students with learning diversity needs to enhance their skills in the areas of oral expression, reading and comprehension, writing – written expression and mathematics- arithmetic, analytical and logical skills.
- Provide individualized instruction through accommodations of programs and environments, working collaboratively with teachers, providing structured environment with technology use and counselling support to cope with their learning difficulties.
- Use a constructivist approach of teaching along with direct instruction to develop higher order thinking skills.
- Teach students strategies to cope with their academic and social challenges.
- To ensure that the stakeholders carry out their duties effectively and in line with the organisation’s philosophy.
- Facilitate smooth functioning of the duties through effective guidance.

### **C. Legal Requirements:**

SNIS complies with legal requirements as laid down by Constitution of India:

- Right to equality
- Article 15.1 and 15.2 of the constitution
- The school doesn’t have to report any child with learning diversity needs to the government authorities. (It is the duty of the appropriate government and local authorities to conduct a survey of the school going children with special needs

## **D. The Structure & Processes to comply with legal requirements**

- **Storage of Information:** Student's electronic files are stored and managed by student support services team ensuring the confidentiality. Access to the files and the remedial plans is given to the academic director, head of school and the coordinator. Necessary information from the reports, like accommodations, strategies for working are shared with the teachers who work with the student.
- **Transfer of information:** For the students transitioning from PYP to MYP/ IGCSE and DP the necessary information is passed on the respective coordinators to ensure smooth transition. The files and information of the students who leave the school are maintained for 12 months with the school.

## **Inclusion Practices at SNIS**

### **1. Admission criteria:**

SNIS does not discriminate against students on the basis of religion, language, caste, socio-economic status, gender, cognitive, developmental disability etc. No challenge will be a bar for admissions at SNIS, however, there may be certain limitations of the school in terms of the resources, facilities/infrastructure that the school is not yet prepared for.

The school can now accommodate students with the following challenges.

This includes

- ADD/ADHD (Mild)
- Autism Spectrum disorder (Mild)
- Specific learning disabilities (Mild)

The policy will be reviewed once in two years. This list is not fixed and is subject to change as and when the school is able to accommodate

students with varied special needs better. The policy would then be upgraded accordingly.

The school also accommodates Talented/ Gifted students

## **2. Age Criteria**

Students should be age appropriate for the class in which they are seeking admissions. However, the school will consider students who are overage or underage by one or two years for that class.

In such cases, a meeting with the parents of the child, Department of Student support services, respective Head of School and the Academic director (management) would be arranged, in order to discuss the possibilities, the arrangements needed, and a decision would be taken.

The management's decision would be final in this regard.

## **3. Rights of the School Community Members**

### **Students**

- Access to inclusive learning environment
- Learn without barriers
- Celebrate learning diversity
- Acceptance of different perspectives

### **Parents**

- Request for meetings
- Request a counselling session
- Request written reports

### **Teachers/Students Support Services Department**

- Refer a student
- Request for resources and teaching aids
- Allocation of budget
- Facilitate pull-out sessions if required

#### **4. Responsibilities of the School Community**

Students requiring support are either identified at the time of admissions or during their course of time at school.

- At the time of admission-, Parents are already aware that their ward is in need of inclusion support and communicates the same to the school along with supporting documents.

Once the student is identified, the procedure followed are as follows:

- a) Parent submits the copy of the Psycho-educational assessment report and/or diagnosis report to the admission department.
  - b) The student support services department assesses the student to find the current level.
  - c) The student support services department supports the student and his/her progress is evaluated periodically.
- Students are identified by the school – Based on the student’s behaviour in class and academic performance, teacher(s)’s share a referral form to the student support services department by stating the observations made. The department then makes an analysis.

The procedure followed in such cases are as follows:

- The student support services department observes the student in the class and on a one-on-one basis. The student is informally assessed to find the current level of the student and the report is generated.
- The report is then sent to the respective teachers/ head(s) of school.
  - (i) In case of PYP, the report is shared to the Academic director, homeroom teacher, PYP coordinator and head of PYP with recommendations to follow in the class.

(ii) In case of middle and senior school, the report is sent to the respective Coordinator, Head of Middle and Senior School, Head of Boarding (in case of residential students) and the Academic Director. It is the responsibility of the head of boarding to pass on the necessary information to the concerned prep duty teachers.

- Based on the reports, if the student support services department believes that the student may need special education then they works with the student for about 3 months. If the report generated says otherwise, then the student support services department recommends the subject teachers, some strategies that can be incorporated so as to benefit the student.
- After working for 3 months with the student, the student support services department may recommend a psycho-educational assessment to be conducted. In such cases, the parents are invited for a meeting by the HOS.
- HOS, Coordinator, Student Support Services department and the class teacher attend the meeting with the parents. Parents are informed to get the student assessed by the professional.
- For students who are identified to have difficulty, student support services department, makes IEP to support and fill the learning gaps. Parents are informed about the IEP and their consent is sought for the same.
- For the students who do not need IEP, in - class support and remedial plan is made and support is provided accordingly.
- In both cases, student's progress is evaluated periodically and the report is shared to the respective co-ordinators.

## 5. Responsibilities of Parents

- SNIS believes that parents are also equal partners when it comes to providing quality learning opportunities for their children. For students with learning diversity needs support, the department devises an Individualised Enrichment Plan (IEP) and provides counselling to parents through meetings so as to help parents in dealing with the child better.
- It is the parent's responsibility to attend the meetings organised and to support the child wherever feasible, academic or non-academic, so as to contribute to the growth of the child.
- Parents are expected to be involved in formally identifying a student's diagnosis and in reviewing the IEP.
- Based on the detailed report generated by the student support services department, taking in the views of the class teacher, subject teachers and the head of school, the parent may be suggested to employ a **shadow teacher** for his/her child who would accompany the child in the classroom, and perform the assigned duties.
- For the day scholars, in case of any outside intervention (e.g.: cognitive intervention therapy by an external professional) recommended in the report, necessary arrangements should be done by the parents. This should be updated to the school management and the student support services department by the parents.
- For the residential students, in case of any outside intervention (e.g.: cognitive intervention therapy by an external professional)

recommended in the report, necessary arrangements should be done by the parents in mutual agreement with the school management and Head of Boarding.

## **6. Responsibilities of a shadow teacher:**

- Complies with all rules and regulations of the school.
- Helps Lead Teacher develop, plan, and implement appropriate curriculum and methods. Assists Lead Teacher in the development of each child's individual goals and objectives.
- Sets up and maintains an appropriate learning environment.
- Attends and participates in required meetings.
- Meets monthly with the Lead Teacher for supervisory meetings.
- Collateral contact with therapists and other members of the child's team is conducted in a professional manner.
- Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
- Maintains discretion and confidentiality of child and family information at all times.
- Alerts Lead Teacher/ Homeroom teacher about the difficulties or social information about the child.
- Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.
- Communicates professionally at all times with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.
- Supports the child in daily activities such as, reading, playing and doing classroom activities with the concerned child along with any other academic and non-academic activities.

- Functions as a shadow in inclusionary settings for the concerned child.
- Performs other position-related duties and assumes such other responsibilities, the Lead Teacher, Program Coordinator and/or the Program Director may assign.

## **7. Syllabus Accommodations:**

- SNIS believes in providing quality education and at the same time the school is aware that realistic, achievable goals must be set for a student to develop. As a result, an Individualised Enrichment Plan (IEP) is devised for students with special needs by the student support services department.

## **8. Individualised Enrichment Plan (Iep)**

- The IEP will be devised by taking into consideration the current level of the student and by setting realistic, achievable goals.

### **The IEP Document will include the following**

- A statement of the student's present level of educational performance including how the student's disability/exceptionality affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including short-term and long-term objectives for the student.
- A statement of the program modification or supports for the school personnel that will be provided for the child.
- A statement of supplementary aids or assistive equipment if any to be provided for the child.
- The template of the IEP document is attached in the Appendices for reference.

## **9. Responsibilities of Educators & Student Support Services**

### **In Primary Year Programme (PYP)**

The student will be considered for the accommodations in the curriculum when the homeroom teacher makes one or more of the following observations about the student.

- The student is unable to comprehend age/ grade appropriate information taught in class.
- The student disrupts the class and has 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/erratic schooling.

The homeroom teacher then records his/her observation in the referral form and submits it to the student support services department. Modification of the curriculum would be done, if the student support services department recommends it on the basis of the reports. At all times teachers maintain discretion and confidentiality of child and family information.

In such cases, Following will be the procedure followed:

- A letter to the parents at the time of modifying the curriculum would be shared by the head of school/ PYP Co-ordinator and the consent would be taken.
- Pedagogical approach: structured teaching approach will be adopted in the mainstream with respect to academic curriculum.
- IEP will be formulated for the child.
- Feedback will be given on a regular basis by the concerned team of the student.

- Resource help will be provided for the student.

### **In Middle & Senior School**

At middle and senior school level, accommodations are made for the students requiring support through

- Differentiation in Process – SNIS believes in student centric approach and as a result, teaching methodologies would be designed by taking into consideration the readiness level, learning styles, special needs etc so as to equip students to demonstrate they are moving towards the desired result
- Differentiation in product- Students can demonstrate their learning through different modes like presentation, modelling making, conducting lab experiments, flow chart instead of writing a paragraph to name a few. Such accommodations would be considered by the subject teachers at the time of making differentiated papers during the assessments and also during the regular teaching- both during Assessment for learning and Assessment to learning, after consulting with the student support services department
- Additional Support will be provided for the student(s) in class as per the requirement.
- The student support services department works with the student so as to cater to the differentiation in process.
- Maintains discretion and confidentiality of child and family information at all times.

### **10. Talented/ Gifted Students:**

Talented/ Gifted students would be encouraged through challenging tasks provided by respective subject teachers in class. On the need basis, additional resources that are an extension to the syllabus may be provided so as to strengthen their conceptual knowledge.

## **11. Assessment Accommodations:**

In order to participate successfully in the general education program, accommodations are provided for students with special needs. Accommodation allows a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response or presentation. The accommodation would not alter in a significant way what the assignment in the test measures.

These are some of the accommodations that can be extended to students who have been diagnosed with learning difficulties.

- Separate Venue
- Additional time
- Reading out the task paper
- Accommodation for Spelling, spacing and presentation errors in the answer scripts.

Any need for Assessment accommodations would be communicated by the respective Co-ordinator to the Exam department.

## **12. Staff Training**

In order to ensure that the teachers are in a better position to support students requiring support, training is offered at the beginning of every academic year by the student support services department (Induction).

During the Induction, the following details would be shared-

- General information on meaning, types of special needs.
- Discussing in detail the disability types that the school has now accommodated.
- Ways through which students with learning disabilities can be detected

- Classroom accommodations/ management.
- Recommendations offered for students who come under student support services

Further, regular sessions with mainstream teachers would be conducted in order to give inputs, share IEP or to discuss the teaching methodologies to be adapted for students with special needs on the need basis.

### **13. References:**

1. Embracing Diversity: Toolkit for creating Inclusive Learning-Friendly Environment by UNESCO, Asia and Pacific Regional Bureau for Education, Bangkok office.
2. Guidelines for Inclusion and Diversity in Schools by British Council.
3. Learning diversity in the International Baccalaureate Programmes: Special education needs. Publication- Cardiff: International Baccalaureate Organization. [www.ibo.org](http://www.ibo.org)

## **APPENDIX**

1. IEP Template.

### **Individualised Enrichment Plan**

**Academic Year-**

**(from – to)**

**Name:**

**Grade:      Section:**

**Service Designate:**

**Date of Birth:**

**Student's Strengths and Interests:**

**Programming Considerations:**

**Pullouts per week:**

**Evaluation:**

**Shadow teacher:**

**Duration of IEP:**

**Other therapies attended by the student:**

**Educational Goals:**

**Annual goal:**

TOPICS	GOALS FOR PHASE	STUDENT PROGRESS
LANGUAGE  Current level:	Long term objective:  Short term goals: (month wise)	
Mathematics  Current level:	Long term objective:  Short term goals: (month wise)	

**REMARKS AND RECOMMENDATIONS BY THE LDN STAFF**

Date:

I, \_\_\_\_\_, parent of

\_\_\_\_\_ of grade \_\_\_\_\_

agree/disagree the IEP devised for my child.

I have received instructions and strategies for fulfilment of these goals. I will take responsibility for my ward's progress in these areas. We have mutually agreed that my ward's progress will be monitored by the department of LDN.

Date: \_\_\_\_\_

Parent  
Coordinator

Service Designate