



INCLUSIVE POLICY





Inclusion Policy

Environment

The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture

- The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- The school implements and reviews an inclusion policy that meets IB guidelines.
- The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.
- The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programs.

Overview and Introduction

Inclusion is an on-going process that aim is to increase access and engagement in learning for all students by identifying and removing barriers.

Learning Diversity in the International Baccalaureate

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents, and the whole school on the provision of effective Learning **Support to** students with learning barriers/difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all.

Principles of Learning Support at Shambhu Dayal Global School:

SDGS supports access for the students to the IB programme(s) and philosophy. It provides full support to its learning support needs and equips their teachers accordingly. As per the IB guidance, the learning support program is run by identifying the students' specific learning styles, scaffolding their learning, and differentiating the curriculum.

SDGS pleased to have team of trained specialists, who collaborate with a range of expert Professionals to provide efficient learning support services. Our Learning Support Specialists/Teachers are trained in wide spectrum of disorders, their specialization ranges from specific learning disability, developmental disabilities to disorders of attention. SDGS believes in providing the best education to all, therefore, there will be an unbiased consideration of each admission application if the school will be able to provide equal opportunity to succeed. The seats in the Learning Support department are limited and admissions are subject to availability of seats and resources.

SDGS inclusive values can be reflected through the following:

- Effective whole-school policy (IB programmes: PYP) and parental involvement.
- Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school.
- Support students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents, and relevant support personnel.
- Establish effective home-school partnerships, including the development of support strategies for parents.
- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student. These programmes are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher, and parents.

Implementation of Learning Support at Shambhu Dayal Global School:

At SDGS we promote the following whole-school approach for PYP IB Programme:

- Identify in child at risk as quickly as possible and take early action to meet these needs.
- Planning strategically to improve accessibility (ramps for physically challenged students) and curriculum for all students.
- Monitoring progress and reviewing goals regularly.
- Work in partnership with parents by making regular contact to share progress.
- Work in partnership with students to reach targets and goals.
- Develop positive self-esteem and positive attitudes about school and learning in these students.

- Enable the students to monitor their own learning and become independent learners.
- Provide additional support and resources for the students struggling in Literacy and Numeracy.
- Involve parents in supporting their children's learning through effective parent-support programs.
- Promote collaboration among teachers in the implementation of whole-school policies on Learning Support for these students. There are orientation sessions for the new teacher to get them familiarized with the school's inclusion policy.

At SDGS, Learning Support Department provides various forms of support for children face barriers to their learning. The support is given to students who are not able to make progress despite in-class interventions and differentiated teaching.

The type of support offered, throughout the school, is either push-or pull-out. **During push-in** support the Learning Support teacher work with the student in a small group/1:1 to help the student take part in class activities. This is done by giving them extra academic support and encouragement. **During pull-out** support, the Learning Support teacher works with the student individually with a specific learning need that cannot be supported in class.

Identification of Learning Support Needs

Admissions screening process:

- All students applying for admission to SDGS are assessed to determine current levels of performance in literacy and numeracy.
- The SDGS Admission's team analyses previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available. SDGS may also request statement of medical history, including any significant health,
- Social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above-mentioned documents are discussed by a specialist team comprising the Counsellor, Primary/Secondary School Principal and Head of School. The authenticity of the documents is an important deciding factor in the final admission.
- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counsellor or Learning Support Teacher and are portwillbegiventoAdmissions with details from findings and with recommendations.
- The learning needs of students and the diagnosis are discussed with the Learning Support team, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student.

Learning Support at SDGS

There are students who do not have a diagnostic report from a specialist, but who have been identified and referred to the Learning Support Department based on observations made by their form tutor. These students have not made progress despite in-class interventions and differentiated teaching. These students are informally assessed/screened by the Learning Support Department. They are supported with either push-in/pull-out lessons or strategies and resources and are assigned to the teachers to help support these in class.

The school aim storewide for its students with Learning Support requirements, an inclusive and integrated setup across classes and further encourages them through school activities and events. They are offered full access to abroad, balanced, and relevant duration, including an appropriate curriculum. Each student is given an opportunity to achieve their potential and to become a confident learner. Students with Learning Support requirement are included with their peers in most of the activities. The school recognizes the vitality of Learning Support tan henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).

Specialist Support Involving Professionals (Assessed by External Agency):

If a child is not making sufficient progress, the Learning Support team may suggest a psycho educational evaluation by an outside agency, according to the student's need based on the following

- Little or no progress even when students receiving Learning Support in school.
- Continued difficulty in developing literacy or numeracy skills.
- Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The Form Tutor and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and needs of the student.

Students who then receive an attest able diagnosis will receive an IEP (Individual Education Plan).

The IEP should help in catering the following areas of concern:

- Academics.
- Social and Emotional development.
- Behavioral skills.
- Strategies for form tutors.
- Recommendations to parents

Roles and responsibilities of:

Form Tutor and Co Teacher:

- Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behavior, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks.
- Records concerns a deep salog of observations and steps they have taken to help the student.
- Differentiates teaching to meet the needs of all students in his/her class.
- Builds on the strength so for each child, enhancing the student's self -esteem.
- Creates an environment where all students are accepted for their differences.
- Plans and collaborates with the Learning Support teacher on regular basis.
- Shares lesson plans with the Learning Support teacher to facilitate in-class support sessions.
- Maintains frequent and positive communication with parents by sharing information pertaining to the regular programme and extra support provided.

Learning Support Teacher:

- Promote school-wide understanding of learning differences.
- Coordinates and plans Learning Support with the classroom /subject teacher on a regular basis.
- Plans lessons for pull-out support sessions and assigns homework if necessary.
- Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance.
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support.
- Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support.
- Keeps Learning Support records current and filed as appropriate.
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support.
- Suggests possible resources or strategies that could be used in support of the child, both in class and at home.
- Contacts outside agencies for informal advice and further information if needed.

The school:

- Responsible for updating Inclusion policies and procedures.
- Supports the team during parent teacher meetings, when necessary.
- Communicates the Learning Support procedure to staff.

The Parent:

- Provide the form tutor and the Learning Support teacher with any relevant information, including details about the child's health, early development, and behavior at home.
- Sign and return copies of any home-school liaison arrangements.
- Offer support and encouragement to the child.
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting.
- Attend all the review meetings.
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school.
- Provide the school with their views on the child's progress and the support given.

Sharing of Information:

The learning support teacher respects the rights and responsibilities of parents for their children and endeavor to establish, as appropriate a collaborative relationship with parents to facilitate the student's maximum development. There is an ongoing communication between the parents and the learning support department. Regular feedback and progress of the child is shared with the parents.

Exit from Learning Support

- A student recommended for mainstreaming will make the transition from the Learning Support Programme when they attain an appropriate level of success in their regular classroom and no longer require pull-out and/or in-class support.
- Before any final action is taken, the student's family is fully informed of the decision and the implications.
- The Form Tutor completes the Learning Support Exit form (evaluation of classroom performance).
- The exit may also take place if the parent expresses the inability to support the formal learning support at school on account of financial constraints, in such cases the child continues to be monitored by the guidance and counsellor assigned.

Learning Support Program Development

In SDGS there is a constant endeavor to develop the Learning support program. Consistent evaluation of the delivery of our program helps us in improving and making it better. Educators are provided with regular training and networking opportunities to hone their skills. Time and again the Inclusion policy is reviewed in accordance with the student's needs.

Candidates who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

- Autism spectrum / Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional, and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Responsibilities of the school:

- To meet the student's learning needs, including suitable arrangements for teaching and assessment.
- Careful consideration should be given to a candidate's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.
- The inclusive assessment arrangements provided to a candidate must be planned to give a candidate ample time to learn to use them effectively during classroom activities.
- School must obtain consent from the candidate's parent(s) or legal guardian.
- The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator, assistive technology, speech recognition and reading software.

Applications for inclusive assessment arrangements:

- All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.
- If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, the request will be referred to the IB Assessment center for evaluation and the school must produce convincing educational evidence which indicate a compelling need for the requested access arrangement.

Supporting documentation:

1. **Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service: reports must-**
 - be legible, on paper with a letterhead, signed and dated.
 - state the title, name, and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate.
 - State specifically the nature of the Learning Support requirement, and the tests or techniques used to arrive at the identification.
 - be consistent with the request for assessment arrangements.
 - Be based on the candidate's performance on nationally standardized psychological test (where available and published, recent editions of standardized tests should be employed).

Educational evidence from the school:

- Can be a letter/observational report from the candidate's subject teacher(s) outlining any difficulties which may be apparent in class.
- A summary about the arrangements provided to the candidate to access learning and assessment.
- Individualized Educational Plan.
- Sample of work done under timed conditions without the assessment arrangements that are being requested

Inclusive assessment arrangements *requiring* authorization:

1. Access to additional time
2. Access to speech recognition software
3. Access to a reading
4. Access to a practical assistant
5. Access to optional font and/or text/background colour
6. Access to speech and hearing
7. Access to reasonable adjustments (for the portfolio summative assessment tasks)

POLICY REVIEW:

The Inclusion policy is a working document that will be updated annually. The Policy Review Committee is made up of the Principal, the Primary Years Programme Coordinator, the Pupil Assisted Support Program team, and the consulting educational psychologist.

RESOURCES:

- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (2010)



Shambhu Dayal Global School

Dayanand Nagar Shaziabad

UP- 201001

www.sdglobalschool.com