



INCLUSION POLICY

Revised as on 31st May, 2021



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School Mission

To develop and nurture global citizens,
To inculcate an understanding of interconnectedness of all life and the living,
To develop compassion beyond one's immediate surroundings,
To understand and respect the differences,
To help acquire skills of Critical thinking, Communication, Collaboration,
Creativity.

School Vision

“To create an empowered, inspired and progressive community of students who achieve and contribute positively towards humanity at large”.



Overview and Introduction

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

Purpose

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. The guidance includes consideration of local, national and international legal obligations on inclusion/SEN.

Definition: - According to the SEN code of practice (2001)

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.”

A child has a learning difficulty if he or she:

- a) Has significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.



Following IB standards were kept in mind while drafting the policy -

Standard and Practices

- **B1.5b: MYP requirement:** The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- **B1.5c: DP requirement:** The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- **B2.8:** The school provides support for its students with learning and/or special educational needs and support for their teachers.
- **C3.10:** Teaching and learning differentiates instructions to meet students' learning needs and styles.

Standard and Practices (2020) Environment (02)

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

Culture (03)

- 2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- 2.1. The school implements and reviews an inclusion policy that meets IB guidelines.
- 2.2. The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.
- 2.3. 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.



Local Laws

Disability & Special Needs Inclusion Standard:

- The training on child protection (personal, social, emotional, and sexual) is disability sensitive and incorporates needs of children with special needs;
- Schools with inclusive classrooms should also be trained on sign language and Braille so that even children with speech hearing can benefit.

Special Learning Assistance Standard:

- The school updates list of students who are in need of special learning assistance; Support systems for low achievers -- such children are identified and linked to services and support systems which can help retain them in the school environment;
- Appropriate referrals are made for support service, to ensure protection and safety.

Counseling Standard:

- School has appointed qualified Child Counselor or Psychologist – part time or full time or on call consultant who can be accessed when there is a requirement or an emergency;
- A senior referral required. (CISE: School Safety Manual 2018, p.61: Minimum qualification: B.A. Psychology; every class to be visited at least once a term)

Special Needs Training Standard:

- Most teachers and non-teaching staff to be trained on communicating with and handling students with special needs, students using wheelchairs, students with cognitive, visual, speech or hearing impairment;
- At least 50% of staff should be trained on these aspects.

Special Needs Supervision Standard:

- Students with special needs are accompanied only by an attendant or teacher when using the toilet



Principles of Learning Support

KRMGS 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.

KRMGS is pleased to have a 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 a wide spectrum of disorders, their specialization ranges from specific learning disability, developmental disabilities to disorders of attention. We believe 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.

KRMGS inclusive values can be reflected through the following:

- Effective whole-school policy (all the three IB programs: PYP, MYP and DP) and parental involvement;
- Provision of intensive early intervention and providing appropriate resources, for e.g., writing software, laptop, and hearing aid to students in great need of support;
- 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;
- Draw up and implement whole-school action plan to support students with low achievement in literacy
- Establish effective home-school partnerships, including the development of support strategies for parents;
- Develop and implement individual learning programs for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the students. These programs are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher and parents.



Identification of Learning Support Needs Admissions screening process

- All students applying for admission to school (Grade 6 and above) are assessed to determine current levels of performance in literacy and numeracy.
- The school 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. School may also request a 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 of the Counselor, IB Coordinator and Head of School. The authenticity of the documents is an important deciding factor in the final admission.
- 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.
- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counselor or Learning Support Teacher and a report will be given to Admissions with details from findings and with recommendations.

Existing students: Learning Support

- 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 in spite of in-class interventions and differentiated teaching. These students are informally assessed / screened by the special needs department. They are supported with either push- in/pull-out lessons or other strategies and resources and are assigned to the teachers to help support these students in class.
- The school aims to provide 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 a broad, balanced and relevant education, 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 and henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).

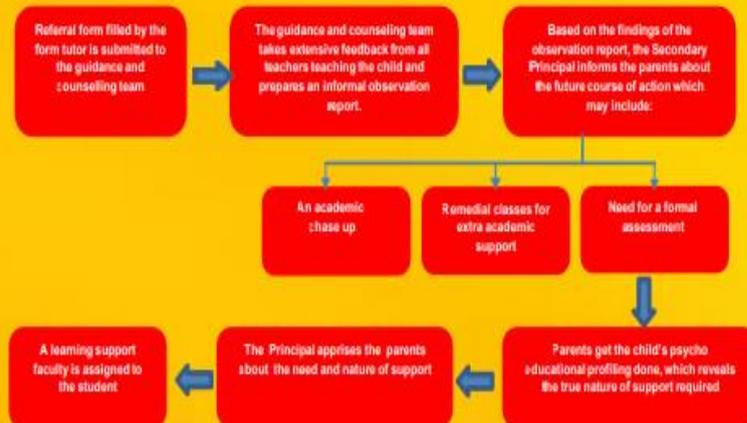
Process and procedure in school

Counseling & Learning Support Referral Process

PRIMARY SCHOOL



SECONDARY SCHOOL





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 student is 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, IB Coordinator 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 attestable 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

AND

- Reviewed termly or as determined by the IEP
- The Learning Support teacher devises an appropriate IEP with specific learning and behavior targets to suit the learning needs of the child.
- Students who have received a diagnosis by a certified Child Psychologist/Pediatrician may be exempted from second language by having their documents approved by the HOS.



Roles and Responsibilities

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 and keeps a log 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 strengths of 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 a regular basis;
- Shares lesson plans in advance 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:

- Promotes a 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;
- Coordinates the development of the IEP with the classroom/subject teacher, IB Coordinator and the Principal;
- 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;
- Promotes the use of the IEP as one of the primary means of tracking student progress in the Learning Support Programme.
- To meet the student's learning needs, including suitable arrangements for teaching and assessment.
- Careful consideration should be given to the student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.

The Parents:

- 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: Confidentiality

- The Learning Support teacher respects the rights and responsibilities of parents for their children and endeavors 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.
- There are records of confidential students' files, which are kept inside locked cupboards, with the relevant information comprising of IEPs and sessions reports. These files are accessible to the Learning Support Educator, Head Counselor, IB Coordinator & Principal.

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 counselor assigned

Learning Support Program Development

In KRMGS 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.



Assessment Access

- Students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. As standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment, inclusive assessment arrangements may be authorized in these circumstances for the MYP and DP students. This policy applies to students with long-term or permanent challenges.

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

- 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
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- We recognize the needs of children who are gifted and talented and, within the constraints of a school, appropriate challenge and provision are made within the daily activities of the school. However, these particular needs are not defined as Special Educational Needs. Borderline cases and slow learners are also not included in Additional Learning Support.
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- KRMGS aims to deliver the following support during examinations taking into consideration all the regulations governing the conduct of IB examinations and with prior notice and permission from IB wherever applicable. Students will be required to show evidence to avail the provisions.



Procedures: Access Arrangements

- Parents/ Guardians must provide consent in writing to the IB Coordinator/Principal
- All requests for inclusive assessment arrangements must be submitted one year prior to an examination session.
- The IB Coordinator shall coordinate to complete the Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents for students qualifying for the support.
- 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. Further convincing educational evidence which indicate a compelling need for the requested access arrangement may be required in such a case.
- The inclusive assessment arrangements shall be provided to the student to give ample time to them to learn to use them effectively during classroom activities.

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;
- Report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

2. Educational evidences:-

- A letter/observational report from the candidate’s subject teacher(s) outlining any difficulties which may be apparent in class;
- A brief summary about the arrangements required by the candidate in order 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 not requiring authorization:

At the discretion of the Head of School, the following arrangements are permitted in examinations without prior authorization from the IB Assessment center.

- A candidate is permitted to take an examination in a separate room. •Arrangement for appropriate seating to meet the needs.
- An assistant, if necessary for the welfare or safety of a candidate (must not be another candidate or a relative of the candidate).
- A candidate who normally uses an aid is allowed to use the aid in examinations.
- A candidate with a hearing condition may receive instructions from a communicator.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
- For a candidate who has colour blindness, the invigilator is permitted to name Colours in an examination paper.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers.
- A candidate may be permitted rest breaks (It is not counted towards the duration and depend upon the candidate's circumstances, although 10-minutes per hour are the general recommendation).
- A candidate may be permitted the use of a prompter due to attention issues (The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally.)
- A candidate may be given additional time to complete assignments during the two-year programme without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the school must contact IB Answers.

Inclusive assessment arrangements requiring authorization (MYP):

- Access to additional time
- Access to speech recognition software
- Access to a reading
- Access to a practical assistant
- Access to optional font and/or text/background colour
- Access to speech and hearing
- Access to reasonable adjustments (for the portfolio summative assessment tasks or personal project)



Candidates with Assessment Access Requirements (For Diploma Programme)

The inclusive assessment arrangements listed below requires authorization from the IB Assessment center. The application for the same must be submitted six months prior to an examination session i.e. November 15th for candidates registering for the May examinations session:

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to speech and communication
- Access to calculators and practical assistance
- Access to extensions and exemptions

For Further information on access arrangements, please get in touch with the school IB Coordinator.



Link to other Policies

Admission Policy - learning support to students with mild to moderate learning disabilities. Parents need to mention if there is any special needs in the admission form and formal assessment report should be submitted before admission if required.

Assessment Policy – Providing Access arrangements during assessments to support needs of the students.

Language Policy - Language support is given to the students if it is not developed along with the other learning strategies.

Academic Honesty - – School and parents submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations.

Policy Implementation & Review

SEN Steering Committee Members

- Ms. Abha
- Ms. Sandeep
- Ms. Harpreet
- Ms. Ayushi

Policy review and date

- Last reviewed date is May 2021. This policy will now be reviewed in May 2022.

Implementation: A copy of this document will be made available on the school website. Comments from members of the school community are welcome, to assist with the review of this policy. These comments should be directed to the members of the SEN steering committee who are responsible for each site and phase of development.



References

- IBO, Cross Programme, Learning diversity and inclusion in IB programs
- IBO, Access and inclusion policy.
- Inclusive access arrangements: Decision pathway
- The IB guide to inclusive education: a resource for whole school development
- Learning diversity and inclusion in IB programs
- Meeting student learning diversity in the classroom
- Using Universal Design for Learning (UDL) in the IB classroom
- Supporting your candidate: Adverse circumstances or access and inclusion?
- Assessment principles and practices—Quality assessments in a digital age
Research report—Universal design for learning (UDL) and inclusive practices in IB World Schools (2016)
- Research report—Universal design for learning (UDL) and inclusive practices in IB World Schools (2016)
- Learning Stories, Academic rigor and inclusion: Accommodating the diverse needs of learners in a multiple-programme IB World School
- Programme standards and practices
- FICCI Arise - Child Safety, Checklist for schools

