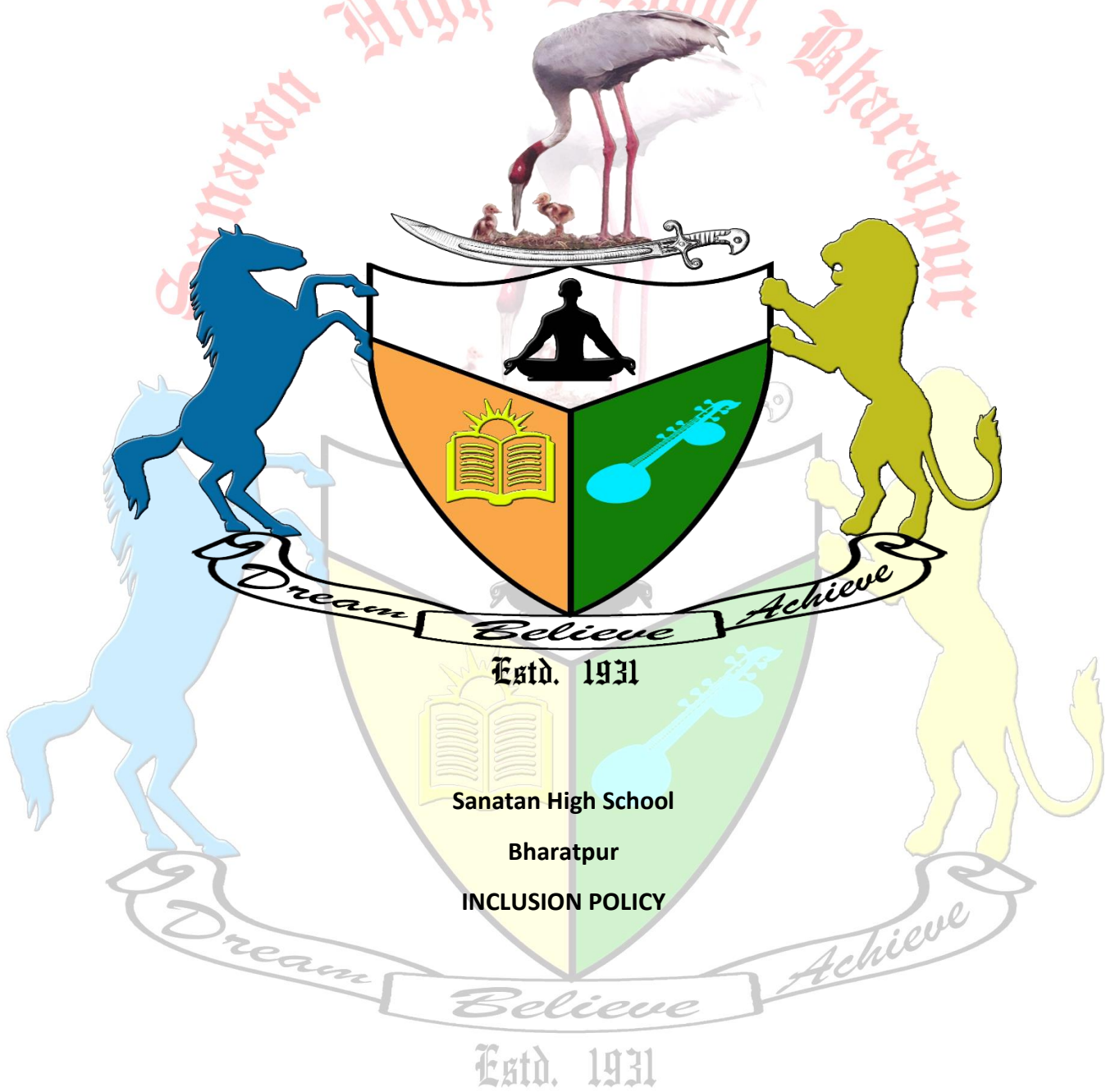


Sanatan High School, Bharatpur

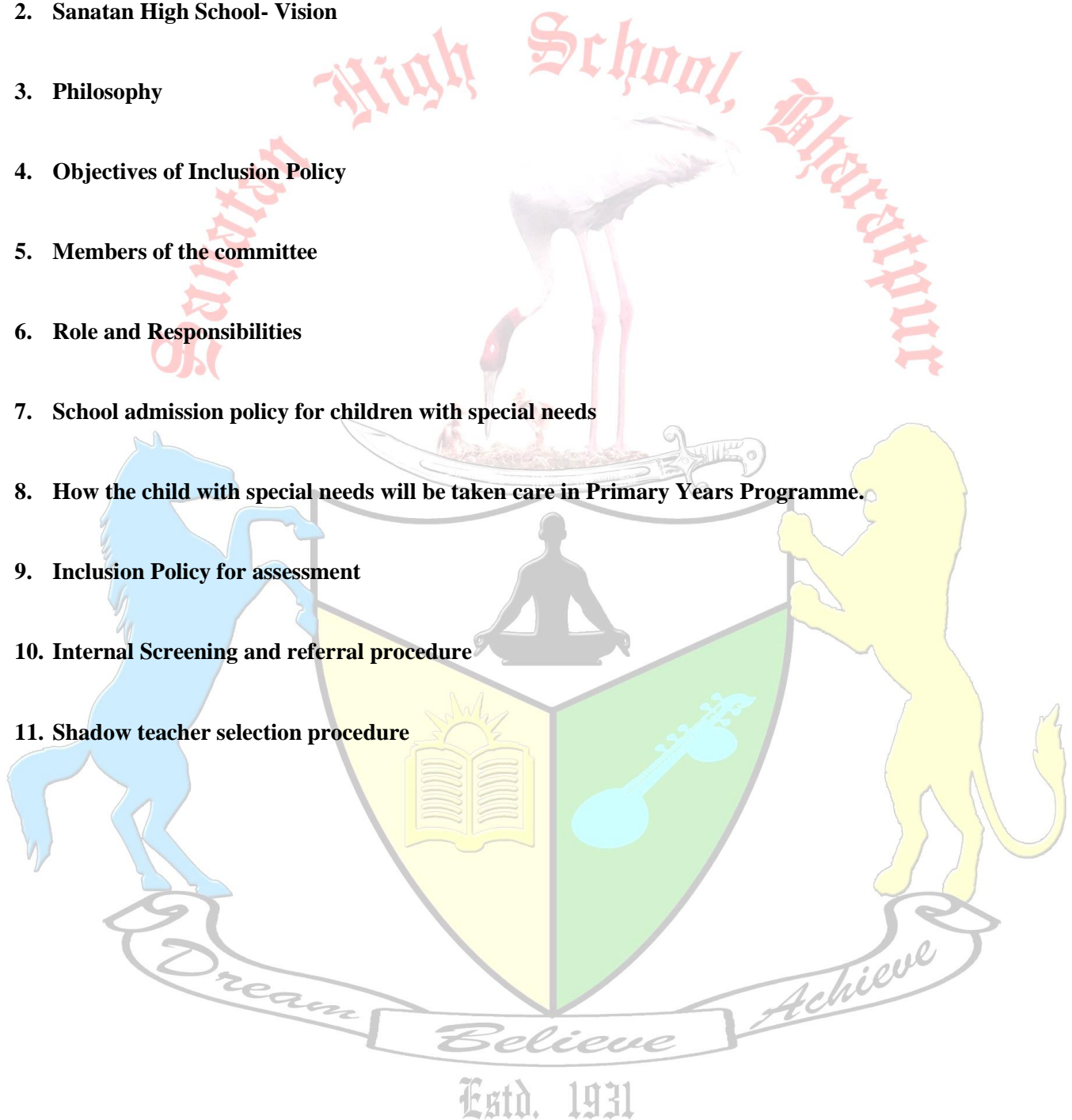


Estd. 1931
Sanatan High School
Bharatpur
INCLUSION POLICY

Estd. 1931

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IB 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.”

Mission- Vision of Sanatan High School:

Mission: Sanatan High School aims to provide learners with a strong foundation of social and emotional learning, values and ethics along with a global perspective. We believe in nurturing young minds to evolve into lifelong learners and develop their skills in communication, collaboration, creativity and critical thinking.

Vision: Sanatan High School aims to build and nurture open-minded and balanced global citizens, for a sustainable future.



IB Learner Profile

Inquirers: 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.

Knowledgeable: 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.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: 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.

Caring: 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.

Risk-Takers: 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.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: 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.

Principled: 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.

Reflective: 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.



Our Philosophy

- The school believes in equity and equality for students with learning difficulties and specific learning disability by providing them with suitable access to the school curriculum with in the main stream setup

Objectives

- The primary purpose of this Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to students with learning difficulties. The policy is design keeping each student in mind and providing them intervention and educational support as per their individual need
- Inclusion is a continuous process which helps to increase access and engagement of student with different abilities in school curriculum.
- SHS believes in inclusion and respect the learning diversity.

Purpose of inclusion

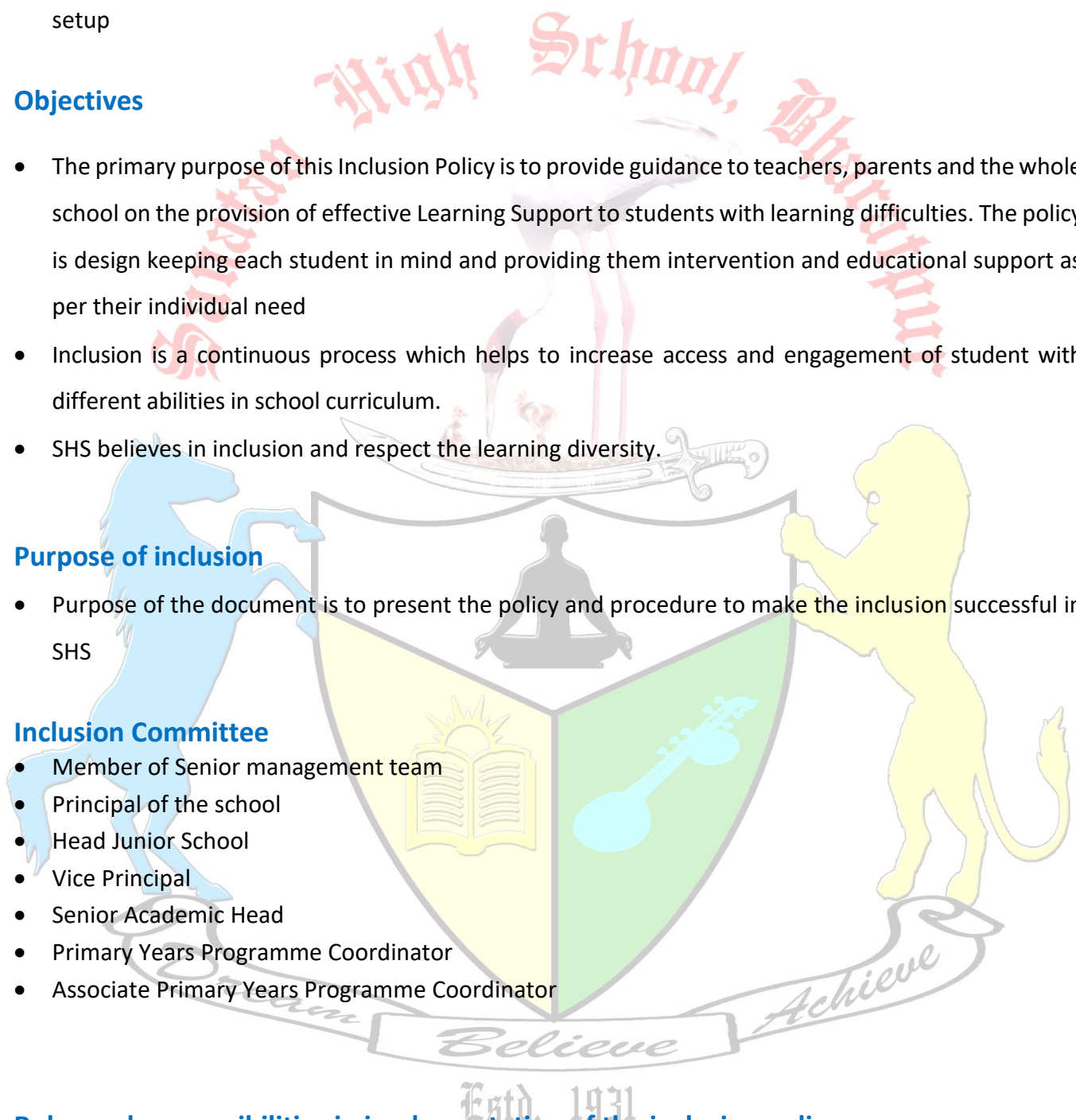
- Purpose of the document is to present the policy and procedure to make the inclusion successful in SHS

Inclusion Committee

- Member of Senior management team
- Principal of the school
- Head Junior School
- Vice Principal
- Senior Academic Head
- Primary Years Programme Coordinator
- Associate Primary Years Programme Coordinator

Roles and responsibilities in implementation of the inclusion policy

All stakeholders associated with Inclusion Policy have specific roles and responsibilities to fulfill:



THE SCHOOL

- It is the responsibility of the school to train and sensitize the staff and faculties towards the Inclusive students so that differentiated teaching can be implemented.
- The school shall provide suitable arrangements for teaching and assessment as per the student's requirements.
- It is also important for the school to collaborate with the parents and have essential agreements for the extent and scope of support.
- Careful consideration shall be taken by the school in collaboration with the parents when choosing the subjects for the student requiring Inclusive arrangement.
- The access arrangement (for both teaching and assessment) required by the student shall be decided well in advance with the coordinator collaborating with the teachers.
- The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored.
- The candidate shall be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate shall practice with the person acting in this capacity in advance of the examination.
- The school shall be responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that there is a member of staff who is familiar with its examination.
- Work collaboratively with all the stake holders to ensure appropriate planning, identification, action & assessments of SEN (Special Education Needs) students.
- Keep regular contact with the parents to keep check on the IEP (Individualized Educational Needs) and academic performance of the child annually.
- All the inclusive access arrangement shall be submitted by the coordinator in accordance with the school principal and counselor after obtaining the required documentation from the parents.

TEACHERS

- Teacher will identify the learning challenges faced by the students and discuss the concerns with the other stakeholders.
- To keep the complete check on the child's development and to ensure that the IEP (Individualized Educational Plan) of the child is made with appropriate instructions.
- To keep the Coordinators & parents updated with the progress of the child.

PARENTS

- Parents have to provide relevant documents including current progress report i.e. last 3 to 6 months of therapies and medical reports of the child to the school at the time of admission or whenever required.
- Providing shadow teacher as support system and help for the child to improve his/her academic and overall development in the school.
- The shadow teacher will be recruited and paid by the parents but selected by the school management.

SPECIAL EDUCATOR and COUNSELOR

- Classroom support for students with special education need in academic lessons and to make curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.
- Additional supports outside of the classroom like pull out services are provided to meet academic, social or behavioral needs.
- According to the Persons with Disabilities Act, 1995, "Person with Disability" means a person suffering from not less than 40% of any disability as certified by medical authority.
- Individuals with the following difficulty are recognized by the Inclusive Policy: Specific learning difficulties (such as dyslexia, dyscalculia, dysgraphia) Emotional & behavioral difficulties.
- Neurological Problem (Autism Spectrum Disorder), Mental health conditions such as attention deficit hyperactivity disorder, eating disorders & anxiety, lack of concentration, difficulties in comprehensions.

NOTE: The learner can be referred outside for assessments or medical assistance like testing which is conducted by the certified professionals if the facilitator observes in school that they are facing any of the above difficulties. The decision shall be taken after keeping all stakeholders in consideration.

School Admission policy for children with special needs

- As per our Admission policy for Inclusive Students, we ensure that in case a child needs any special care or any specific need, it must be mentioned at the time of admission. (Written information clearly supplied in the admission forms).
- If a student is applying for admission and has been identified with special educational needs, any results of prior testing and/ or existing Individualized Education Plans (IEPs) need to be provided to the Admissions Office with the application.
- Applications will not be processed until all supporting documentation has been submitted and the school can make an informed decision as to whether or not it can meet the student's needs

How the child with special needs will be taken care in Primary Years Programme

- Differentiated teaching carried out to provide effective strategies enabling every learner to achieve appropriate personal learning goals.
- Movement breaks to be provided to the learner at various intervals of time during academic teaching and learning.
- Providing least restricted environment to ensure that learners will be educated with their non-disabled peers.
- Support/Shadow teacher provided by the parents who will be assisting the child in the class.
- Providing "Optimal Learning Environment" with a positive productive school climate, intellectually and emotionally safe stimulating classroom to the learner.
- The diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth.

Inclusion Policy for assessment

- Learners with special educational needs may benefit from specific access arrangements that take the learner's difficulty into account when assessments or learning tasks are performed.
- Allowing extended time for tests, exams, or assignments
- Use of a scribe
- Modified test papers
- Use of a reader
- Providing a quiet or separate testing area so there are fewer distractions and less noise
- Use of computer for exams
- Prompter
- Practical assistant
- Communicator

Internal screening and referral procedure

- First observation will be conducted by the Home room teachers where in grade and age appropriate check list will be provided.
- Further classroom observations will be done by the SEN teacher and the counselor along with HRT.
- A report is generated for further discussion with the HRT, SEN, Counselor and Coordinators.
- The HRT, SEN teacher, Counselor and Coordinators jointly discuss the concerns.
- Parents are called for discussion with the stakeholders about the observations conducted within the classroom and other school settings.
- Parents are then further referred to the certified professionals for the assessments and clinical report of their ward.
- Parents will be submitting their wards assessment and clinical report to the school.

- The HRT, SEN teacher, Counselor, Parents and Coordinators collaborate the further plan of action.
- Parents are required to sign the consent form to allow the school to support their ward.
- Parents provide a shadow teacher for their ward to allow the child to be mainstreamed.
- School ensures social, emotional and cognitive development as much as possible depending on the severity and adjustability of the child

NOTE:

- The SEN student files will be accessible by the Special educator, Counselor, Coordinator and HOS.
- An individual file will be prepared for every SEN student including all the required and essential documents.
- The files will be held and managed by HRT and HOS
- Any discussion or meeting done with the parents and other stakeholders needs to be noted in the minutes of the meeting and signed by the parents for their consent

Shadow teacher selection and screening procedure

- Parents are the 1st source of providing shadow teacher to the school. They take the interview and shortlist the candidate.
- Then shortlisted candidates resume is presented to the Head of School.
- Then the candidate is asked to come for the 1st round of interview which is taken under by special Educator and head of the school
- If selected then the final interview is done by the HOS.
- Lastly, the candidate is selected and joins school and is bound to follow the norms as per the school.

NOTE: Inclusion policy will be reviewed annually as per the requirements

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