



INCLUSION POLICY

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 organisation works with schools, governments, and international organisations 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.”

PHILOSOPHY

At St. Xavier's High School, we believe in creating a welcoming and inclusive atmosphere for all students, with a constant focus on appreciating one another, enjoying our diversity, and learning from one another. We strive for unity and diversity in order to encourage students, teachers, and other stakeholders to have an international mindset. We recognise and value the individuality of each student. We recognise that each child has a unique learning and thinking style, and we encourage students to try new things. We work hard to ensure that children with SEND (Special Education Needs and Disabilities) have the support, accommodations, and curricular changes they need, to have equal access to educational opportunities. We promote the principle of equity for students who require special education needs.

INTRODUCTION

The school counsellor actively participates in the parent/child interaction during the admission process to evaluate if the child has any Special Education Needs, as stated in the school's admission policy. With a learner-centered approach to education, St. Xavier's High School is committed to offering high-quality education to all children. In light of this, it emphasizes the importance of a consistent and strong guiding policy for students with special learning needs, so that they can access learning and be incorporated into mainstream classes without fear of prejudice or discomfort. We believe that all students of St. Xavier's High School should have meaningful and equitable access to the curriculum offered. The education framework of the school supports, values, and caters to student diversity. This framework allows students a greater degree of independence. _

SPECIAL EDUCATION

-Special Education Needs (SEN) refers to any student who shows a desire for additional support or for challenges in and outside the curriculum. The wide range of abilities is acknowledged; be it differently-abled or gifted and talented.

-Differentiation refers to any modification to instruction or assessment in order to meet individual needs.

-Stakeholders refers to anyone with a vested interest in the success of that student such as a parent/guardian, teacher, counsellor, IB coordinator, and of course the student themselves.

INCLUSION

Inclusion is about the quality of children's experience; how they are helped to learn, achieve and involve fully in the life of the school.' (Removing Barriers to Achievement, 2004)

- When possible, inclusion is the preferred method of placement for students with exceptional needs. Students with disabilities are educated in regular education settings in the best possible manner, as per their needs.

- Students are encouraged to engage in active learning rather than passive learning.

- Children are encouraged to make decisions as often as possible; a competent teacher allows children to fumble since taking risks and learning from mistakes are two of the most powerful ways to learn.

- The importance of the involvement of parents cannot be ignored.

- Students with disabilities are given the freedom to learn at their own speed, and accommodations and alternative evaluation procedures are in place to meet their specific requirements.

- To ensure a barrier-free environment in the school infrastructure, which would include the provision of ramps, rails, lifts & wheelchairs to PwDs. (PwDs Act 2016)

In order to embed an inclusive culture within our school, this policy links closely with all other policies in supporting pupils, including those with Additional Needs who may also have Special Educational Needs e.g. Gifted and Talented (G&T)/English as an Additional Language (EAL) i.e. A pupil may be gifted or talented in one area yet have communication difficulties.

Our SEN policy guides our practice for Gifted & Talented (G&T) Students:

The IB Programme at Learning Alliance is a framework for providing high-quality instruction and learning experiences based on the following concepts:

- All students receive high-quality, research-based instruction within the classroom.

- All student's progress is monitored to celebrate student achievement and measure the effectiveness of the curriculum.

- A multi-tiered intervention program has been created and used to efficiently differentiate instruction and maximize the learning potential of all students.

TIER 1: Provide all students with high-quality inquiry-based classroom instruction and ensure that their difficulties are not due to inadequate instruction or curriculum. All students are screened on a periodic basis to establish both **academic and behavioural** baselines and to identify exceptional and additional needs learners. Such students are given intensive group-based tasks according to their ability levels.

TIER 2: Students with additional and exceptional needs are referred to the school special educator and school counselor for further investigation taking the parents into confidence.

TIER 3: At this level, students receive their IEP–Individualized Education Program that helps to enhance student's skills as per their performance. The IEP is usually implemented for a period of approximately 8-9 weeks with evidence of regularly scheduled curriculum-based monitoring.

GOALS

This policy's goal is-

- To ensure that all students have equitable access to the IB curriculum.
- To underline that all students and staff are encouraged to exemplify the IB Learner Profile, which includes supporting risk-takers, cultivating compassion, and effectively communicating.
- To promote a creative and differentiated curriculum that will enable all the students to achieve their full potential.
- To make all stakeholders aware of their roles in the achievement of special education pupils.

THE SCHOOL COUNSELLOR'S ROLE

In the regular classroom, the counsellor works with students and staff. Special Needs Counsellor's responsibilities may include, but are not limited to:

- Providing classroom guidance, individual and/or group counselling to students with special needs.
- Consulting and partnering with staff and parents to better understand a student's unique needs.
- Assist families in comprehending how unique limitations affect a student's capacity to excel in specific academic areas.
- Assisting the student and CP Coordinator with the processes necessary to gain IB permission to give special assistance to that student.
- Regular collaboration with the subject teachers.

THE SPECIAL EDUCATOR'S ROLE

- To provide instruction and support which facilitate the participation of students with special needs in the regular school.
- The special needs educator provides the necessary information to the classroom teacher prior to the child entering the class regarding the student's disability, medical concerns, and/or equipment operation (ways to meet unique needs).
- The special needs educator serves as case managers and is responsible for the development, implementation, and evaluation of the designated students' Individual Educational Programs (IEPs).

IBCP COORDINATOR

The IBCP Coordinator ensures that the appropriate information is imparted to students, teachers and families regarding inclusive assessment under conditions, and with accommodations, that are as fair as possible. The IBCP Coordinator additionally ensures that the curriculum provides teaching and learning activities that are accessible so as to reduce barriers to participation in learning. This includes but is not limited to:

- Collaborative designing that comes with differentiation for students' learning needs and designs.
- The written curriculum provides opportunities and encourages the school community as a whole to reflect on human commonality, diversity and to explore ideas from different perspectives.

The IBCP Coordinator also provides support in managing the teaching staff and ensuring that all teaching staff collaborate to support the needs of the students within the IBCP.

ROLE OF TEACHERS

We believe in fostering a positive learning environment and a strong mentor-student relationship to assist new students, international students, and students with special needs in integrating into the school community.

All of St. Xavier's High School's teachers and support personnel will be given a sensitization training to ensure that they are prepared to deal with student difficulties and challenges in a culturally sensitive and inclusive manner. Because teachers have the most engagement with their specific IBCP pupils and receive first-hand input from students, IBCP teachers are directly accountable for providing support to their students in the classroom. As a result, teachers must ensure that the curriculum they have established promotes learning and that they can provide accessible teaching and learning activities.

ASSESSMENTS

The school's specific learning outcomes will serve as the foundation for student's evaluation. Subject teachers will assess students in both formative and summative ways. Different assessment approaches will be used to accommodate different learning styles. Some examples of assessment tools:

- Examples of student work.
- Peer/Self-assessment.
- Presentations by students through multimedia or verbal short stories.
- The results of the SEN/remedial assessments will be used to evaluate skill improvement.
- The tracking of the child's progress based on intervention.

St. Xavier's High School believes that all students should be able to take their exams and assessments under the most equitable conditions feasible. To remove assessment bias, which could inhibit students with special needs from displaying their knowledge and skills, reasonable adjustments and accommodations may be approved (providing scribe, additional time etc. after permission from the IBO). Teachers must keep a close eye on their students' development and needs in order to provide the best possible support.

The 'Annexure-A' attached explains the IB policy for teaching and learning in relation to access arrangements, as well as which processes require IB authorization. It also helps in understanding the many arrangements that might be created for pupils and their specific requirements. As mentioned in the Assessment policy, the following is the protocol that is followed in such cases for assessment: -

- The teacher / counselor refers the learner to the Special Educator after certain observations
- The Special Educator conducts a series of observations to assess the needs of the learner.
- A formal report is prepared with valid recommendations. This is also shared with HOS, IBCP Coordinator, and parents/guardians.
- An action plan is formulated to best help the student.
- Frequent reviews are conducted to assess progress and/or further requirements.

DATA PROTECTION & SHARING

A history of each student requiring learning support should be well documented and include the following:

- Background details of the student (e.g., Family situation, past educational experiences).
- Target Plans/IEPs.
- Samples of student work.
- Any psychometric testing/external assessment documentation will be kept in files in a locked cabinet in the learning support classroom or digitally on the school system.

A list of students receiving Learning Support and those at risk is to be mailed to all class/subject teachers.

Relevant information is shared with teachers as required. Transfer of information out of the school is carried out at the request of the parents

ANTI-DISCRIMINATORY POLICY

St. Xavier's High School takes any form of discrimination very seriously. Discrimination based on gender, social background, ethnicity, religion, handicap, or any other criteria is prohibited. The students and teachers of the school come from a variety of races, religions, and socio-economic backgrounds, making it a very vibrant community that learns from and appreciates one another. Discrimination on any basis is treated extremely seriously at the school, and it has serious consequences.

POLICY CREATION PROCESS

The Inclusion Policy was created by a committee that consisted of the Head of the School, the IBCP Coordinator, the School Counsellor, and the Special Needs Educator. All staff members were made aware of the policy-making process, through regular updates of the meetings.

REVIEW OF THE POLICY

By identifying and removing barriers, inclusion is a continuous process that strives to promote access and involvement in learning for all children. With this in mind, the policy will be reviewed biennially with input from the Head of the School, Parents, Teachers, the IBCP Coordinator, and the School Management.

BIBLIOGRAPHY

- The continuing quest for inclusion, IB world archive, (2014)
- Access and inclusion policy, International Baccalaureate Organisation (2018)
- Removing Barriers to Achievement, (2004)
- Special Educational needs code of practice, DFES (2001)
- Learning diversity in the IB Programmes: Special Educational Needs within International Baccalaureate programmes, International Baccalaureate (2010)

ANNEXURE-A

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	<u>Yes</u>
Extra time	<u>Yes</u>
Rest breaks	<u>No</u>
Deferral	<u>Yes</u>
Extensions	<u>Yes</u>
Extra opportunities to retake examinations	<u>Yes</u>
Flexibility in examination location	Authorization required?
Separate room	<u>No</u>
Seating	<u>No</u>
Alternative venue	<u>Yes</u>
Flexibility in the presentation of the examination or input	Authorization required?

Access to modification in presentation	<u>Yes</u>
Access to reading	<u>Yes</u>
Reader (for additional language learners)	<u>Yes</u>
Communicators	<u>No</u>
Sign language interpreters	<u>Yes</u>
Aids	<u>No</u>
Clarification of examination directions	<u>No</u>
Colour naming (for students with colour blindness)	<u>No</u>
Flexibility in method of response	Authorizati on required?
Word processor (for additional language learners)	<u>Yes</u>
Access to writing	<u>Yes</u>
Access to speech and communication	<u>Yes</u>
Access to a calculator	<u>Yes</u>
Use of human assistance	Authorizati on required?

Care assistant	<u>No</u>
Prompter	<u>No</u>
Communicator	<u>No</u>
Practical assistant	<u>Yes</u>

Reader	<u>Yes</u>
Scribe	<u>Yes</u>
Designated person to clarify examination directions	<u>No</u>
Designated person to name colours (for students with colour blindness)	<u>No</u>
Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	<u>Yes</u>

