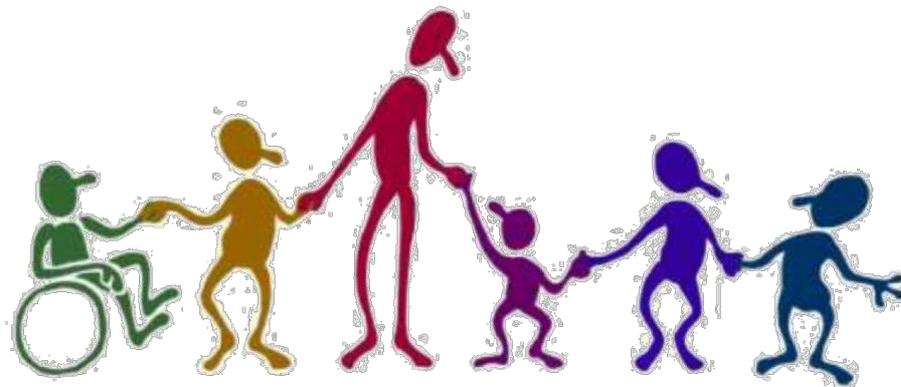


INDIA INTERNATIONAL SCHOOL

*A Heritage of Vision * A Legacy of Innovation*



INCLUSION POLICY

2021-22

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Vision

“A Heritage of Vision, A Legacy of Innovation.”

Mission Statement

“The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens.”

Philosophy

“IIS caters to the global need of today’s youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community.”

Pedagogy

“We aim to nurture Caring, Creative, Independent Thinkers who are not only Disciplined but Open Minded as well.”



Purpose of Inclusion Policy

The policy aims to clarify and set guidelines which define and help to put inclusion in practice at school. It aims to guide all stakeholders w.r.t. what inclusion (earlier known as SEN) is at India International School

Inclusion at IIS

At IIS, inclusion is practiced and is evident in admission, classroom teaching –learning and assessments. The inclusive nature of classrooms is beneficial to the students and aims to address the different learning needs and styles of each learner. It recognizes each learner as an individual. IIS inclusion policy is beautifully aligned with the mission and vision of both the National and International boards being followed in School.

Our Inclusive education embraces diversity and difference and is well aligned with IB which defines **inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.**

It further states that there should be no exclusion on grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, sexuality. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies. The idea is to meet the student learning diversity in the classroom appropriately. The IB says that using diagnostic criteria to label students undermines the student and their learning. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.

The inclusion policy at India International School supports learner variability and inclusion so that students have better academic and social skills, increased self-esteem and positive relationships. With this objective the admission policy does not discriminate or restrict the admissions on the basis of race, nationality or national origin, ethnicity, culture, gender, age, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law.



IIS welcomes students of different nationalities on its campus and to be a part of the school community. At the same time we make all efforts for our students to have intercultural exposure and interaction so as to make them open minded individuals.

Our school Inclusion Policy is well aligned with IB, Cambridge and CBSE norms.

As per National Board "We need to respect diversity so that every child no matter what his/her background and ability is provided a relevant and meaningful education. Being different is a fact which most of us understand. Inclusion is an effort to make sure all learners including children with disabilities access school along with other children and receive 'specially designed support and instruction' which they need to succeed as learners and to achieve the required competence and skill."

The CBSE further states that special provisions are provided by the board specially during and for assessments for students who may have certain special or additional requirements to be at par with others. The school may give special consideration – need based- as recommended by the doctor, supported with documents, requested by parents and approved by the Principal.

IIS follows the practice of inclusion throughout in academics as well as all co-curricular activities. All students irrespective of their caste, creed, religion, etc. and special education needs have complete access to all curricula. The school staff, teaching and non teaching is well equipped to handle students with minor Learning Disability.

The Inclusion policy specifies the following to fulfil the legal requirements:

1. The school collaborates with the concerned government authorities (if required / whenever required) in order to maximise benefits to the student.
2. Utmost care is taken while handling and storing information w.r.t SEN cases, cases of disability and the like. Relevant staff is informed about the same.



3. Anonymity and confidentiality of data is maintained to the extent possible thereby safe guarding their rights.

Objectives:

- To comply with the specific guidelines and policies of National and International curriculum with respect to inclusion and Special Education Needs.
- To identify, assess and provide assistance for students so that they may be included within the school context.
- To equip the staff with necessary skills to practice inclusion and to provide assistance to students requiring special education needs.
- To create a classroom with a positive learning environment to enable inclusion of all students with different learning needs.
- To provide counseling facilities for students, parents and staff.
- To delineate roles and responsibilities of the various stakeholders

To fulfill these objectives the school strictly tries to follow the principles for inclusive education which are -

- Education for all
- Affirmative responsive environment
- Strength based perspective
- Valuing learning diversity
- Providing equal opportunities
- Reward and celebrate assessments
- Multi lingualism
- Listen to students
- Develop LP attributes



Wherever required the school team frames an Individual Education Plan to facilitate learning for the student.

Individual Education Plans (IEP)

The Individual Education Plans (IEP) are framed on these guidelines-

- Learning plans acknowledge student strengths and interests.
- Learning plan development is a collaborative process and documented in the inclusion policy.
- Learning plans are focused on individual strengths and challenges rather than medical and psychological labels.
- Learning plans are properly integrated with the technologies the student uses in and out of the classroom.
- Learning outcomes are considered relevant by students, parents and teachers.
- Teaching and learning strategies are linked to the IB approaches to teaching and learning skills and the IB learner profile.
- Learning and learning progress are evidence-based.
- Learning plan meetings are student-led.
- Learning plans respect confidentiality.
- Learning plan development takes into account the local context and legislation, where appropriate. Inclusion is also practiced in assessments.

Responsibilities:

All stakeholders involved in dealing with students who have special education needs have certain specified roles and responsibilities to fulfill – the school, the Program Coordinator, teachers and parents.

The School:

- to train the staff and faculty so that SEN and differentiated teaching can be implemented



- to extend support system to provide all required and appropriate resources and infrastructure required in the implementation. Has a tie-up with Bhavani Child Development Center (Annexure II)
- to ensure that the program and the staff are compliant with national curriculum i.e. Central Board of Secondary Education regarding students with disabilities;
- to collaborate with parents.

The Programme Coordinator:

- to work in collaboration with teachers, parents and external experts to ensure appropriate identification, planning, action and assessment of student with Special Education Needs.
- to ensure compliance with all national laws and regulations regarding special education needs.
- to keep regular contact with parents and advise them of the requirements of the Individual Education Program - IEP and students' performance.
- to inform relevant Board of the assessment accommodation required for the student, as and when required.

Teachers:

- to identify the learning challenges faced by the student and inform all concerned stakeholders as required.
- to follow the Individual Education Program (IEP) made for the student with appropriate instructions
- to keep the Program Coordinators and parents apprised of the progress of the student.



Parents:

- to actively participate in the implementation of the Individual Education Program (IEP) of the ward.
- to provide relevant documents that may be required by the school or the relevant board.

Connection with Other Policies

Admission policy- Admission policy clearly states that there is no bias on the basis of caste, creed, religion, nationality for admission and SEN cases can be given admission only if all supporting documents are submitted and school has all the facilities to meet the needs of such cases.

Assessment policy- Assessments will follow all requirements outlined by SEN policy/ Inclusion policy whenever required

Language Policy – All students’ language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and offer feedback to students about their use of language

The policy will be communicated via school website to the stakeholders.

The Inclusion policy, the infra needs and trainings required for admissions at IIS are reviewed and catered for on annual basis.

Reviewed & updated on January, 2021



Committee Members:

Dr. Ashok Gupta, Director & Head of School

Mr. M.L.Agarwal, Academic Advisor

Ms. Mala Agnihotri, Principal

Ms. Nidhi Mishra, Vice Principal

Ms. Ms. Mukta Khandelwal, DPC & International Wing Head

Ms. Jyotsna Dhamechani, Examination Head – International Wing & IGCSE Coordinator

Ms. Sarabjeet Kaur – CPP and CLSP Coordinator

Ms. Prabhjeet Khanna, IT Head

Ms. Aditi Sharma, School Counsellor

Ms. Joyee Prasad, School Counseling Team Member

Ms. Prachi Makwana, School Counseling Team Members

Ms. Kavisha Albert, Infirmary Incharge

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Annexure I

The IBO identifies the following as the diagnostic criteria. However it states that a student should be considered in terms of their strengths and weaknesses.

- [Autism](#)
- [Attention deficit disorder and attention deficit hyperactivity disorder](#)
- [Dyscalculia](#)
- [Dyslexia](#)
- [Dyspraxia](#)
- [Gifted and talented](#)
- [Hearing impairment](#)
- [Medical conditions or chronic illness](#)
- [Mental health issues](#)
- [Physical disabilities](#)
- [Speech, language and communication needs \(SLCN\)](#)
- [Visual impairment](#)



Annexure II

The School is associated with the following Child Development Centre:

Bhavani Child Development Center

Vimala Venkatesan

Managing Trustee cum Director

Bhavani Child Development Center

Address : 78, Rajendra Nagar,

(office : Vaishali Marg),

Vaishali Nagar,

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References-

- [Learning diversity and inclusion in IB programmes](#)
- [Access and inclusion policy](#)
- [The IB guide to inclusive education: a resource for whole school development](#)
- [Meeting student learning diversity in the classroom](#)
- [Using Universal Design for Learning \(UDL\) in the IB classroom](#)
- [Inclusive access arrangements: Decision pathway](#)
- [Supporting your candidate: Adverse circumstances or access and inclusion?](#)
- [CBSE workshops' material on inclusive education.](#)
- [CBSE byelaws 2018](#)

