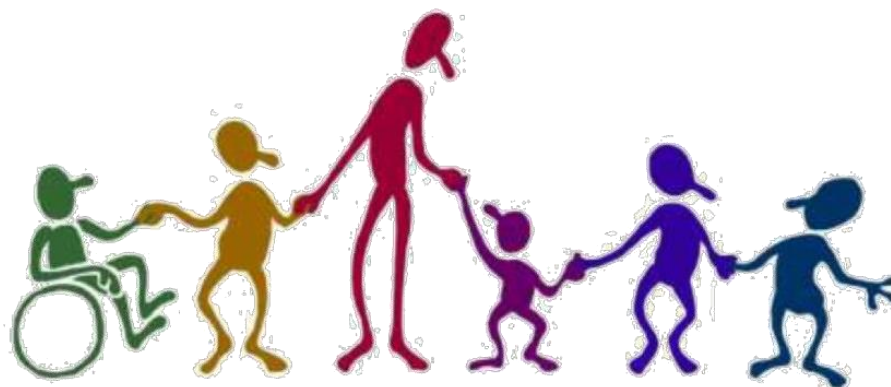




INDIA INTERNATIONAL SCHOOL

A Heritage of Vision • A Legacy of Innovation



INCLUSION POLICY

2020-21

INDIA INTERNATIONAL SCHOOL

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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"



Background:

IB 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."*** (IB mission statement 2004).

Inclusive education embraces diversity and difference. IB defines inclusion as ***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 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.

The IB expects that schools will follow the policies and guidelines specified in their respective national curriculums when practicing inclusion and it will be aligned with the school's mission and vision.

According to the national curriculum i.e. Central Board of Secondary Education (India):
"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 skills."



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.

IIS follows the practice of inclusion in all its classes. All students irrespective of their caste, creed, religion, etc and special education needs have complete access to all curricula.

Objectives :

- To comply with the specific guidelines and policies of national curriculum with respect to inclusion and Special Education Needs.
- To identify, assess and provide for students so that they may be included within the school context.
- To support all staff in working with students with special educational needs and practice inclusion.
- To create a classroom with a positive learning environment to enable inclusion of all students with different learning needs.
- To provide counselling for students, parents and staff.
- To delineate roles and responsibilities of the stakeholders

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

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



Whenever required the school team frames an Individual Learning Plan to facilitate learning for the student.

The Individual Learning 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 should also be practiced in assessments.

Responsibilities:

All stakeholders involved with / dealing with students who have special education needs have certain specified roles and responsibilities to fulfill – the school, the DP Coordinator, teachers and parents. To ensure the fulfillment of Inclusion Policy objective.

The School:

- Trains the staff and faculty so that SEN and differentiated teaching can be implemented.



Extends 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)

- Collaborates with parents.
- To ensure that the program and the staff are compliance with national curriculum i.e. Central Board of Secondary Education regarding students with disabilities;

The DP Coordinator:

Works in collaboration with teachers, parents and external experts to ensure appropriate identification, planning, action and assessment of student with special Education Needs.

Ensure compliance with all national laws and regulations regarding special education needs.

Keeps regular contact with parents and advise them of the requirements of the Individual Education Program - IEP and students' performance.

Informs IB of the assessment accommodation required for the student, as and when required.

Teachers:

Identify the learning challenges faced by the student and inform all concerned stakeholders as required.

Follow the Individual Education Program (IEP) made for the student with appropriate instructions

Keep the DPC and parents apprised of the progress of the student.

Parents:



Actively participate in the implementation of the Individual Education Program (IEP) of the ward.

Provide relevant documents that may be required by the school or the IBO.

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.

Review of the policy

The policy was drafted jointly by the DCP and school counselor reviewed by full teaching faculty and administration, and verified by the school principal.

The policy is subject to review every year and amendments in case required at the beginning of the school year.

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



Committee Members:

- *Dr. Ashok Gupta, Director & Head of School*
 - *Ms. Mala Agnihotri, Principal and IBDP, CIE Coordinator IBDP*
 - *Ms. Mukta Khandelwal, Academic Head, IBDP*
 - *Ms. Aditi Sharma, IB Faculty*
 - *Ms. Kavisha Albert*
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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

Bhavani Child Development Center

Vimala Venkatesan

Managing Trustee cum Director

Bhavani Child Development Center

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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 on inclusive education.](#)

Updated on June 2020