

INCLUSIVE EDUCATION POLICY



Knowledgeable
Caring

Principled
Balanced

Inquirers
Thinkers

Communicators
Reflective

Risk-takers
Open-minded

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Introduction:

Learning enables the individual to utilise his/her potential to the fullest. Without education, the development of the human mind is incomplete. GDGWS envisions providing an environment and an experience in which the learning and growth of young minds can take place within a supportive, stimulating, positive, and cooperative community.

Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances, and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding, it is recognised that there is no average brain and thus no average student. Learner variability upholds that categorising students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies. (*Learning diversity and inclusion in IB programmes, Updated: March 2019*).

Keeping in mind each individual's unique personal experiences, interests, strengths, and areas of development, GDGWS aims to maximise the development of our children and to work towards their individuality.

Definition of Inclusive Education

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." (*IB Programme standards and practices 2014*)

Individuals with inclusive educational needs may include those with

- Delayed milestones/ Cognitive Impairment
- Emotional impairment
- Learning disabilities
- Physical disabilities and or other health impairment
- Speech impairment and or communication disorders
- Sensory impairment – vision, hearing
- Multiple disabilities
- Giftedness (Having an acumen for a particular field)

Aims of the Learning Support Unit (LSU) in GD Goenka World School

In providing for an individual with learning support, a number of whole-school aims will be addressed. These will be to:

- Raise and maintain the self-esteem of the individual, valued within the family of the school
- Provide appropriate, stimulating experiences to challenge and support learning
- Prepare individuals for known and unknown situations by developing a range of general skills, including social skills, communication, expression, numeracy, observation, classification, research and investigation, recording, reasoning, and the ability to evaluate evidence and opinion.



- Encourage good manners, kindness, and respect towards other people and a tolerance of their cultures and beliefs
- Nurture the innate curiosity of children, their sensitivity, creativity, and sense of fun
- Develop a sense of responsibility for their learning and behaviour
- Promote close and supportive links between the home, school, and community.

How Does It Work

Referrals → Observation → Assessment → Individualised Educational Plan → Sessions → Follow Ups

Referrals and Observation

The most vital thing is to get referrals from the people who know them firsthand. They are:

- **Parents** who know where intervention is required.
- **Teachers** who find that something is different in a learner than in the others in the class of a similar age group.
- **Self-reporting** is helpful for the grades above PYP, mainly when the learners become self-aware and can assess themselves if they are facing any difficulty and need to talk about it.
- **Admission:** Sometimes, during the admissions time, the admission specialist senses that the learner might require special help during the journey, but the parents are unaware; they can be guided for the assessment of the same. As per the new mandate, every new student seeking admission must also meet with the Wellness Team as part of the enrollment process. The learner is then observed by the LSU members to analyse if the issues can be solved inside the class with the little help provided to the classroom teacher. This can be in the form of:
 - Modulation of the curriculum as per the learner's requirement.
 - Modulation of the instructions given in the classroom
 - Changes in the seating plan
 - More practice work given for home
 - Extra individual time to understand the new concept
 - Help in adapting to learning skills
 - Review problem areas
 - Recommend specific in-class accommodations (differentiation)

Consent from Parents for analysis:

The learner is assessed only after consent from the parent. Partnership with parents plays a key role in enabling children and young people to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with inclusive education needs will be treated as partners and supported to play an active and valued role in their children's education.

Intervention Plans and Creation of Individualised Education Programs (I.E.P):

Intervention Plans and IEPs are created according to the learner's needs and shared with parents and teachers. This process is periodically reviewed and communicated to all stakeholders.



Conduction of the Counselling/ learning support sessions and Follow-ups:

The counselling/Inclusive education sessions at GDGWS are conducted based on the intervention plan or the created IEPs. Since the aim is to make the child independent, when the LSU members feel that the goals set for the learner are accomplished, and he/she no longer requires LSU support, only after the discussion with all stakeholders must the sessions be closed, and regular follow-ups to be conducted.

Regular updates about the learner's progress, as well as a few techniques, are shared with parents so that they can engage with children at home.

Further, to address a learner's need holistically, the Head of Programme is regularly updated regarding the progress through e-mails or face-to-face meetings.

If the intervention doesn't work, then it is recommended that the learner undergo a detailed psycho-educational assessment.

Accommodation for Assessments:

The learners enrolled in the IB Programme work towards achieving the assessment objectives as described in each of the subject guides. It is recognised that these objectives cannot be changed. Special arrangements for exams can be made if the learner meets the criteria as laid out by the International Baccalaureate Organisation in the document "**Access & Inclusion Policy.**"

A formal request for special arrangements must be submitted to the IB at least six months before the student writes the exam. Supporting documentation must accompany the request.

This document outlines the characteristics of the learners who may require access arrangements due to one or more of the following:

- **Specific learning concerns, language and communication disorders**

Significant concerns in reading, writing, spelling or manipulating numbers are associated with concerns in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).

Speech and language concerns characterised by communication problems (for example, aphasia, dysphasia, articulation problems)

- **Social, emotional, and behavioural concerns**

Includes attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour, anger, frustration, and violence.

- **Physical and sensory conditions**

Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.

Sensory issues: Hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure or functioning of the eye, affecting vision.

- **Medical conditions:**

The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia and other cancers.

- **Mental Health concerns:**

A wide range of conditions can affect a learner's state of mind, ranging from psychotic conditions such as personality, mood, or anxiety disorder caused by circumstances in a candidate's life.

Inclusive arrangements:

- **Additional Time:** Usually, 25% more time is allowed for the learner, which gives them 15 extra minutes for every hour of the exam paper.
- **Rest Periods:** Supervised rest time is allowed; during this time, he/she is not allowed to write their exam.
- **Information and Communication technology:** A computer can be used to type the answer in the exam instead of handwritten answers. Any software that would give the learner an unfair advantage during the exam is prohibited. Voice-activated technology or augmentative speech equipment can be requested when this has been the learner's normal way of working in the school.
- **Scribe:** A person who writes down dictated answers for the learner.
- **Reader:** A person who reads aloud the questions to the learner and can also read back the answers. The reader cannot explain a question or give advice on how to answer the question.
- **Communicator:** A person who can convey information to the learner with a hearing impairment through the use of lip movement, fingerspelling or sign language.
- **Prompter:** A person who ensures that a learner is paying attention to the examination. This would normally be authorised for someone diagnosed as having neurological or cognitive disability resulting from a severe attention problem.
- **Modification to examination papers:** Normally made for the learners with hearing or visual issues, such as providing an exam in Braille, enlarged print, and printing on colored paper, and modifications to the language of the exam paper.
- **Audio recordings on examination papers:** The IB may provide an exam paper on CD. This is a limited service and is not available for exams with illustrations, tables, diagrams, or sketch maps.
- **Audio recordings of responses to examination papers:** The learner dictates answers to an appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in groups 1 and 2 or with examinations that require him/her to produce visual material such as an illustration, table, diagram, or sketch map.
- **Transcriptions:** A learner's response to an assessment component is submitted in a form other than his/her handwriting. Transcription is justified when someone with a specific learning

issue or a physical disability has poor handwriting skills and cannot use a computer. Transcription is not available to those with poor handwriting without a diagnosis

- **Alternative venue for examinations:** If a learner is too ill to attend the school, but on medical advice can take the examinations at home or in hospital, authorisation may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other individuals of the same group. A qualified invigilator must be present.
- **Extension to deadlines:** This arrangement applies to cases of illness or accident when the learner is genuinely prevented from completing work in time for the Head of Programme to submit the work to the examiner.
- **Assistance with practical work:** If a learner has physical disability, assistance for practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited for situations where there is concern for the learner's health or safety.
- **Exemption from assessment:** Exemptions are not generally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that the learner is not able to perform, an exemption is authorised.

Responsibilities

Responsibility of the School:

- The school is required to develop a Learning Support Unit
- Train the staff to successfully support the students requiring learning support and differentiated learning needs.
- Raise staff awareness for identifying students who require learning support.
- Use the inquiry, action, and reflection cycle to sustain the development and review of the inclusion policy.

Responsibility of the Head of Programme

- Work in collaboration with the admission team to identify students who require learning support and advise the parents about the requirements of the programme. Ensure that the IEPs are developed to support the student.
- Ensure that the teaching staff and academic support staff are aware of the needs of the student so that he/she can be best supported.
- Maintain all records for individuals with Learner variability.
- Fill out D1 and D2 forms for the submission to IB when required.
- Ensure that the student receives access arrangements during formative and summative assessments as per IB's Access and Inclusion Policy.
- Ensure that the new employees are aware of the Inclusion Policy and inclusive practices.

Responsibility of the Form Tutor

- Work in collaboration with the teachers and the students to provide robust academic support.
- Procure required documentation from the Parent and maintain records.



Responsibility of the Teacher

- Recognise individual differences and adjust teaching style to be more inclusive of the needs of the student.
- Generate multiple strategies to enable the learning of the student
- Provide prompt and constructive feedback to the student to enhance learning
- Identify students' learning difficulties and address them through constructive teaching
- Maintain a record of the student's progress
- Engage with peers to identify better teaching strategies to support student learning.

Responsibility of Learning Support Teacher

- Maintain a record of the individual with learning variability
- Develop and implement goals for the IEP of the individual with learning variability
- Liaises with class/ specialist teachers regarding the implementation of recommended strategies/accommodations for individuals with learning variability.
- Provide direct instructions to students either on to one-to-one basis or within the classroom
- Organises and attends IEP review meetings as advised by the head of the programme.
- Liaises with the parents of the students with inclusive education needs.

Responsibility of the School Counsellor

- Provides individual student counselling
- Provides support to the parents and family therapy: psycho-educating the parents and families as well and teachers to understand the child's learning and mental health needs through emails/face-to-face meetings.
- Promotes and creates awareness around mental health and learning issues
- Consult and collaborate effectively with parents/ guardians, teachers, administrators, and other educational /community resources regarding students with identified concerns and needs.
- Document student file

Responsibility of the Parent

- Share with the Head of Programme the required documentation.
- Support the student by partnering with the school to identify learning strategies.
- Communicate with the school in case there is any change in the needs of the student.

Responsibility of the Student

- Be an active learner
- Take responsibility for their learning and liaise with the teachers for academic support.
- Develop your study plan with the help of the Special Educator and or Form Tutor and discuss the same with the Head of Programme.
- Ask for support and guidance.

References

- IB's Access and inclusion policy (Nov, 2018)
- The IB Guide to Inclusive Education: a Resource for whole School Development (2015)
- Learning diversity and inclusion in IB programmes (Published January 2016, Updated December 2018, March 2019)
- Primary Years Programme, Middle Years Programme and Diploma Programme: Special education needs within the International Baccalaureate programmes (August 2010)

This policy applies to and must be reviewed by the following stakeholders:

- The leadership and management team of GD Goenka World School
- All GDGWS staff involved in the teaching and assessment of IB students
- GDGWS students who are assessed both internally by the school and externally by the IB
- Parents and guardians of GDGWS students

The admission policy is available to all stakeholders on the school website, at the school ERP, the admission office, and with the coordinators.

Reviews:

Drafted: August 2009

Review 1: August 2010

Review 2: August 2013

Review 3: August 2014

Review 4: July 2019

Review 5: March 2022

Review 6: May 2022

Review 7: May 2025

Next review: July 2026

