



Inclusion Policy



Cambridge Assessment
International Education



Ahmedabad International School

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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.

AIS mission statement

We believe that education has the power to help us to 'make ourselves' both the teacher and the taught. For in its true sense, it is the process of 'leading out' - enabling every one of us to blossom to our full potential. This is a continuous life long process that can be achieved only when each one of us is propelled by our inner desires and longings-in today's world.

We are firmly committed to the objective of developing "self learning" which in turn brings about the process of "life long learning".

It is this SWAYAM that we seek.

AIS vision statement

We believe in "SWAYAM". The initiation of the self to seek and celebrate knowledge, raise our own bars of excellence, become lifelong learners and attain the pinnacle of success.

To achieve this we provide a stress-free happy learning environment to become a rational and responsible citizens of tomorrow.

We groom the student to have a resilient mind, help discover the treasure within, scale new global heights and excel in life. Train them to dream and develop the immense potential, on the solid foundation of knowledge, skills and values of life, to adjust and adapt to learning that is dynamic and vibrant. We encourage students to reach the Gateway of the Global platform to make dreams come true.

Following IB standards were kept in mind while drafting the policy:

Standard and Practices (2020)

Environment (02)

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture (03)

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1 The school implements and reviews an inclusion policy that meets IB guidelines.

2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Introduction

Inclusion means children of all abilities have equal access to and participate meaningfully in child care programs. When children are together as part of the group, their development is enhanced and positive social attitudes are fostered.

The primary purpose of the Inclusion Policy is to provide guidance to the entire school community on the provision of effective Learning Support to all students keeping in mind the learner variability especially with learning barriers / difficulties. The mission is to develop a more inclusive community by giving a chance for IB education to all.

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 is to ensure that all students are provided equal access to a rigorous academic program. So we need to acknowledge the learner variability of all the learners while developing a curriculum that is differentiated to support all students in reaching their unique potential. To achieve this aim we need to design the assessments that are meeting the goals of the learners and in turn develop the learner profile attitudes. 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." ("The IB guide to inclusive education: a resource for whole school development', 2019).

Philosophy of Inclusion: The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India¹.

Along with the constitutional right, we at AIS believe that Each child is unique. The children have the right to an education and be 'allowed to demonstrate their ability under assessment conditions that are as fair as possible' (Access and Inclusion Policy IB).

What are learning barriers?

All teachers recognise the learning differences arising out of social, emotional, psychological, academic, economic difficulties. The teachers hence will demonstrate an open- minded, adaptable attitude showing acceptance and respect. The purpose of this inclusion policy is to outline how AIS aims to remove or reduce barriers that students may find in their learning or assessment.

A child due to the learning barriers may find it much harder to learn than most children of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

For example:

- A general difficulty in all learning areas;
- Specific difficulties within areas of the curriculum such as spelling, mathematics, writing;
- Vision or hearing difficulties;
- Speech or language difficulties;
- A medical or health problem;
- A physical disability;
- An emotional or behavioural problem.
- A developmental disorder, for example, autism

Aims of Inclusion Policy

- To find ways to overcome barriers to learning
- To encourage each child to fulfill his or her potential.
- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual child.
- To take all reasonable steps to include all children in all aspects of school life at all times.

¹ <https://nhrccb.org/about-us/our-services/education-to-each/>
AIS Inclusion Policy 2018-2023

- To seek and take into account the views of each child.
- To involve and inform the parents and to recognize their vital role in supporting their child' education.

Implementation of Learning Support at Ahmedabad International School:

Identification

Admissions screening process

All students applying for admission to Ahmedabad International School are assessed to determine current levels of performance in literacy and numeracy.

Ahmedabad International School Admissions team looks into the previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available. We may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above mentioned documents are discussed by a specialist team comprising the Counselor, respective coordinators and the Head of School. The authenticity of the documents is an important deciding factor in the final admission.

The learning needs of students and the diagnosis (provided by the parents) if required are discussed with the Learning Support team, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student or suggest the outside relevant support.

Admissions:

During the admission procedure, parents must provide documentation (medical history report) that informs us about the child's background regarding any needs that should be met (admission policy).

When the need becomes apparent throughout the process that cannot be met by the school alone, in the best interests of the student, parents will be asked to consult outside support as suggested by the school.

All students (other than kindergarten, Junior and senior, Grade 1,2,) on entry to the school after the academic year are assessed in ways that are appropriate to their age and stage of development. Year level competencies are addressed and recorded to see any abnormal or inappropriate age level competencies. Grade Nursery, Junior and Seniors have their year group competencies.

In the beginning of the DP programme all students will be assessed to identify the learning styles, intelligence preferences, readiness levels and language profile

As a child progresses through the school, regular observation and assessments take place as a part of the normal curriculum. These assessments help teachers identify children who are not making sufficient progress with the aim of providing early intervention. This will enable teachers to:

- Set suitable learning challenges.
- Respond to a pupil's individual needs.
- Overcome potential barriers to learning and assessment.

Our school will make full use of information passed on to us when a child transfers from an early education setting or another school. Parents are encouraged to discuss their child's needs with us prior to entry.

Implementation

In line with the desired outcome a graduated approach was established. These are different responses appropriate for different children.

Differentiated tasks, resources and strategies.

The class teacher strives to ensure that all work is set at appropriate levels to reflect differences in understanding, knowledge and skills. Tasks may be differentiated by, for example:

- Visual aids;
- Extra explanation, reinforcement and support;
- Books and assignments that are simpler to read;
- Different expectations in work completed.
- Peer support in a paired or group situation.

Additional small group support programmes.

At Ahmedabad International School we use the following strategies to support children in small groups, particularly those children who are achieving slightly below average. These strategies include:

- 1:1 remedial class, once a week after school hours. (timing will vary according to the support teacher)
- Math/Language support (extra time teaching Basic English/Math in a smaller group setting)
- Spoken English and reading writing practice

School Action Plus

For some children with more complex needs, the PYP/Cambridge/Gujarat Board/DP coordinator, and the home room/subject teacher, in consultation with the parents, will ask for help and guidance from outside agencies. Initially advice would be given to the parents to meet educational counselors. The home room teacher will take the lead in coordinating any further assessment and action needed to be taken.

Statement

A minority of children will need a significant amount of help in terms of levels of support. A Statement of Special Educational Needs safeguards a child's needs as he /she moves up through the school system. This is endorsed in the school scholastic report.

The final assessment report has objectives which are set into termly targets. These are formally reviewed on an annual basis, according to the set guidelines. The students are then asked to stay back for Remedial classes after school. This is given in writing in their diaries. Teachers are assigned to set different assessment tasks to assess whether they have understood the primary tasks.

A teacher review is put together to address the needs of the child and get a glimpse of the student's likes and dislikes and to create a bond with the teacher.

The dissemination of information

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all teachers who work with them. Summary information is placed in class registers for the benefit of all subject teachers.

Action

Students facing learning challenges:

Teachers observe the academic/ behavioural/ emotional difficulties of the student and report the same to the coordinator

The coordinator identifies any concern and takes parents into confidence and consults on further action

Parents are advised further consultation from professional counsellor

Once a special education need is identified, the coordinator, teachers and the counselor formulate a plan of differentiated learning and engagement of the student.

Regular feedback and monitoring of the student helps the counselor to take any further action if required

Students facing behavioral challenges

Our unique pedagogy engages children with behavioral issues by involving them corporeally in the learning task

Each activity is meaningfully designed and based on real life experiences, allowing the child to identify with the task and be fully engaged in the class

The role of parents

Parents are encouraged to work in partnership with the teachers. They have a vital role in supporting their child's education. They have knowledge and experience of their child which will help the teacher to collaborate with the teacher. They need to communicate to the school all information and documentation regarding their child's learning support requirement. They need to inform the school regarding any changes in their child's learning support requirement. Also they will be asked to provide documentation needed for IBO accommodation requests to play an active role in their child's education.

In AIS parents are informed about the child's progress regularly and their views are sought as part of the regular review process.

Parents who are concerned about their child should initially talk to the class teacher and may independently approach the PYP/Cambridge/Gujarat Board/DP Coordinator. Any queries raised by parents will be investigated promptly and a written response will be communicated within 5 working days.

The role of the teachers:

- To identify the needs of the learners
- The strategies and practices used by the teachers incorporates differentiation for students' learning needs and styles.
- Assessments are designed to cater to the learners' needs.
- To maintain accurate records of students' progress
- To participate in all required training when available

Students Involvement

Children should feel that they will be listened to and that their views are valued. Therefore, it is the responsibility of each class teacher to give opportunities for those children to express an opinion regarding their progress and needs. They will reflect on the progress made by them on a termly basis.

Outside Agencies

The school may request input from external agencies whenever it is deemed necessary. Help from professionals and external agencies will be sought in case of the following: specific learning and language disabilities e.g.

- Dyslexia,
- hearing impairment
- visual impairment
- physical difficulties
- emotional and behaviour difficulties
- Autism spectrum disorder
- mental health

The PYP/Cambridge/Gujarat Board/DP coordinator will request parents to approach professionals as appropriate, providing parents agree to their involvement, and will work alongside to meet the needs of some children.

Candidates with Assessment Access Requirements (For Diploma Programme- link to Assessment Policy)

The inclusive assessment arrangements listed below require authorization from the IB Assessment center. The application for the same must be submitted six months prior to an examination session i.e. November 15th for candidates registering for the May examinations session:

1. Access to modified papers
2. Access to additional time
3. Access to writing
4. Access to reading
5. Access to speech and communication
6. Access to calculators and practical assistance
7. Access to extensions and exemptions

1. Access to modified papers:

Examination papers in Braille with raised diagrams;

Changes to the print on examination papers - Enlarged print and/or a change of font;

Printing on coloured paper - Samples may be submitted along with the supporting documents;

Modifications to the visual complexity - without compromising the assessment objectives of the examination paper;

Modifications to the language of examination papers - normally involves the restructuring and simplification of language, and the rephrasing of questions, without alteration to the technical language or vocabulary specific to the subject or literary text.

2. Access to additional time - The amount of additional time given to a candidate is directly linked to the degree of the access requirement. Candidates receiving additional time may also receive rest breaks which do not require prior authorization from the IB; It is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive.

3. Access to writing - Computers: Candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts; Normally permitted for written examinations if a candidate is unable to provide a handwritten response; Dependent upon authorization, computers may be used for access to the word processor, word processor with spell checker, speech recognition software or reading software, which require prior and independent authorization from the IB Assessment centre; A candidate must not have access to information stored in the memory of the computer, USB flash drive, external hard drive, or on CD, thesaurus, spellchecker; In examinations where the answers to questions require more than text (mathematics, sciences), prior consultation with IB Assessment centre is advisable to determine the suitability of the software; The failure of a computer to store, retrieve and/or print the candidate's work may result in no marks being awarded for the component; A printed version (verify and sign) of the candidate's work should be submitted for assessment, not a CD.

4. Access to reading - Candidates who require inclusive assessment arrangements access reading may be authorized a reader or reading software.

5. Access to speech and communication - Candidates with speech and communication difficulties may use communicators or augmentative speech equipment after obtaining the authorization from IB.

A communicator is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. In order to be eligible to use a communicator as an access arrangement, a candidate must show evidence of hearing impairment.

In order to be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech difficulties. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device.

6. Access to calculators and practical assistance - A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator as an access arrangement in subjects requiring mathematics calculations where a calculator is otherwise not allowed in the examination.

In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. This arrangement is normally confined to the requirements of internal assessment.

7. Access To Extensions And Exemptions:

Extensions to deadlines -

Must show evidence of a medical/ psychological challenge that has genuinely prevented them from completing work;

An extension will normally be authorized for a period of four weeks (longer period will be considered in exceptional circumstances);

Request must be received at the IB Assessment center before the normal deadline;

IB Assessment center is responsible for advising an examiner that a candidate's work will arrive after the normal deadline;

If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

Exemptions from assessment -

Exemptions are not normally granted. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized (careful consideration should be given to whether all reasonable adjustments have been considered);

Candidate with severe dyslexia will not be exempt from the requirement to take a second language;

If a Diploma Programme candidate is unable to complete all requirements for CAS owing to a medical condition, the school must contact the IB Assessment center for advice.

The inclusion policy will be reviewed after a period of 5 years.

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Reviewed by:
Head of school,
Academic Counselor
PYP coordinator
DP coordinator

Bibliography

Access and Inclusion Policy - published November 2018, updated in February 2021,
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