



LADY ANDAL SCHOOL

INCLUSION POLICY

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Review Committee: *Being a working document, this policy is regularly reviewed by the* Head of School, IB Coordinators, School Counsellor, Special Educator, Teachers and Parents

Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

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.

IB LEARNER PROFILE

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open – minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk – Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Standards

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101 -03)

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201 -03)

The school identifies and provides appropriate learning support. (0202 -02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202 -03)

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301 -02)

What is Inclusion?

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It also means respecting people from all backgrounds and cultures. It aims to provide equal opportunity and visibility by creating a community in which, all students feel valued.

Inclusion is an organizational paradigm that involves change.

It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.

“Education is the single greatest tool for achieving social justice and equality” which has implications for development of an inclusive community and society at large. *National Education Policy (NEP) 2020*.

It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. *Learning diversity and inclusion in IB programmes, 2016*.

Purpose of this Policy

The intent and purpose of the inclusion policy at Lady Andal School is to:

- Communicate the expectations for creating and maintaining an inclusive educational environment for all students.
- Communicate the various facilities and support opportunities that are available to students.
- Establish that inclusion is facilitated in a culture of collaboration and mutual respect involving the whole school community.
- Emphasize that students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013)
- Establish that all students should be able to take part in school activities in a way that is fair.

Practices

Identify students with additional inclusion needs at the earliest opportunity.

Collaborate with relevant/homeroom teachers and Coordinator to develop an appropriate Individual Learning Plan (ILP) to help the student achieve the current form.

Eligibility for the Individual Learning Plan are based on parameters such as:

- Learning Disabilities: Specific Learning Disabilities, Attention-related challenges; communication and speech difficulties.
- Social, emotional and behaviour challenges.

New students are often assessed to ensure that equal opportunity and resources are provided.

Empowering Teachers

- Lady Andal School provides professional development opportunities for teachers and staff to improve their knowledge and skills related to inclusion, diversity, and equity. This enables teachers to provide effective support to all students and create a truly inclusive learning environment.
- Teachers have access to the special educator and counsellor for any classroom related assistance.
- Ongoing collaborations with the special educator and counsellor aids in planning differentiated instruction.

SEN Support in our school context

What is SEN support?

Special Education is the practice of educating students in ways that accommodate their individual differences, disabilities and special needs. Special Needs include the various manifestations of an existing disability.

Every child with Special Educational Needs should have SEN support. This means help that is additional to or different from the support generally given to most of the other children of the same age.

The purpose of SEN support is to help children across all age groups achieve the outcomes or learning objectives set for them by the school in conjunction with parents and pupils themselves.

Parents can ask their child's teacher, the IB coordinators or the school's Special Educational Needs teacher for information on the SEN provision made by the school.

SEN support can take many forms, including:

- A special learning programme for a learner.
- Extra help from a teacher or a learning support assistant.
- Making or changing materials and equipment.
- Observations in class or at break and keeping records.
- Helping those with needs to take part in the class activities to their maximum potential.
- Making sure your child has understood things by encouraging them to ask questions and to try something they find difficult.
- Supporting a child with physical or personal care, such as eating, getting around school safely, toileting or dressing.
- Advice and/or extra help from specialists such as specialized teachers, educational psychologists, and therapists.

SEN Support is applicable for those with:

- Specific Learning Disabilities including dyslexia, dyscalculia, dysgraphia, language processing disorders and/or Attention related disorders (Mild-Moderate ADHD).
- Communication and speech delays.
- Social, Emotional and Behavioral issues.
- Multiple disabilities including mild-moderate sensory / neurological / locomotor impairments.

New students are often assessed to ensure that equal opportunity and resources are provided. Admission is merited on the performance of the applicant along with considerations from parental inputs. However, the right to admission remains with the school. Refer the **Admission Policy** for further details.

Pathway to SEN Support:

- Identify the academic level and monitor progress with the help of consultant specialists, i.e, Special Educator.
- Observations in class or during co-curricular activities .
- Ensuring comprehension of ongoing topics through direct and indirect instruction. Monitoring response to intervention.
- Adapting or changing materials and equipment to suit learner needs.
- Maintaining records of modifications and adaptations provided.
- Training the child welfare staff.
- Teaching sensitisation and awareness programmes.
- Parental counselling and educational guidance.

Standard Operating Procedures

As of September 2023 (updated in August 2024), Lady Andal School follows the enlisted structure ensuring transparency as well as equity to support students with Special Needs.

- Referral Form: A referral form with substantial evidences is filled by the HRTs in cohesion with the subject specialists. This form is in-turn processed by the coordinators.
- In-class, peer observations are then taken up by the Special Educator.
- Evidences through classroom observations, assessment performances are also collected in collaboration with HRTs/Subject Specialists.
- A meeting with parents is scheduled where points of concerns, action plans are discussed. Referrals are suggested if the learner is not already diagnosed.
- This is followed up with a differentiated learning plan as required.
- Monitoring of the plan and observations continue as a process.

Entry and Exit

- Entry or enrolling a learner for an Individualized Education Plan takes place either by referral of teachers on performance related feedback or through parental feedback.
- Referral by teachers: The SEN referral form is the key point of initiation by the school.
- Referral by parents: A detailed case history is taken, concerns are discussed, classroom observations are held. Referrals for clinical diagnosis are given on case basis.
- Similarly, exit procedures could be applicable through various scenarios. In case, the pupil changes stream or school, a detailed report with insights and recommendations is shared for ease of transition.
- While, if the learner has been able to achieve the goals set across all areas, then the level of support in all areas should gradually be reduced. A review meeting with key stakeholders will be scheduled and a detailed report will be prepared for future references.

Parental Consent & Support

Consent forms, letters and/or Minutes of the Meeting (MoM) are updated for ensuring parental consent for the following aspects:

- For in school identification and assessment – Formal letter via electronic mail
- Goal setting, differentiated plan will be communicated. Mode of communication: electronic mail
- Classroom observations by Special Educator and/or Counsellor. Mode of communication: MoMs

Best Practices

Should a pupil be identified having the need for an IEP, the school must take action to remove barriers to learning and provide timely interventions. Implementing best practices ensures that all students, regardless of their abilities receive high-quality education in a supportive environment.

At Lady Andal School, an inclusive school culture is fostered by:

Celebrating Diversity

- Encouraging Diversity: A welcoming and warm environment promotes diversity where students with different backgrounds, needs and nationalities are celebrated.

- Working with the community: Emphasis is laid on collaboration amongst students, teachers, parents and administrative departments. This encourages mutual respect and a positive climate across the school.
- Anti-Bullying: Implement and enforce strong anti-bullying policies to protect students with disabilities and promote a safe learning environment.

Differentiated Instruction

Individualized Education Goals are designed to maximise student output in classroom through differentiated instructions. The differentiation plan is designed during collaborative meetings with teachers, Special Educator and Counsellor. Differentiation or behaviour modifications are provided to enhance learning outside even in cocurricular activities.

Accommodations and Modifications

Accommodations and modifications are planned from MYP 1 onwards to prepare the learner for e-assessments. In case of exemptions from language, an adapted curriculum will be provided, where the pupil can be evaluated for the personal project and IDU, however, no certificate will be provided. Refer IBO Policy on Language exemptions. Refer Language policy

Support Services and Resources

Should a need for care taker/shadow teacher arise, parents are counselled with the pros of hiring an additional resource. The resource person will be advised and observed by the specialists in school. The hiring and monetary aspects are always handled by parents directly. The school can only suggest names through an evolving database. There is no further engagement between the school and caretaker.

Professional Development

Ongoing training for teachers (all school, specific cohorts) is planned for the entire academic year. Sensitivity training through on-going dialogues between SEN and teachers is fostered through collaborative meetings. Teachers are empowered to implement and monitor planned differentiations.

Transparency and Confidentiality

Transparency in communicating positively about the child is encouraged in cohort meetings. Confidentiality is maintained while discussing the child's non-academic areas. The medical condition is shared with key stakeholders in as is format.

Anti – Bullying Policy in our school

Defining Bullying

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student/group of students by another student or group of students with the intent to cause harm, distress and/or create fear.

Bullying may take place: during or after school hours in school buildings; In school playgrounds; or on the Internet.

In all the above cases the school authorities have the right to take necessary action dealing with bullying.

Forms of Bullying

Bullying can take various forms and involve one or more of the following behaviours:

- Physical violence such as kicking, hitting, pushing, punching, slapping, shoving, poking or spitting at another student.
- Interfering with another student's property, by stealing, repeatedly hiding or damaging it.
- Using abusive name-calling and threats.
- Bullying based on disability, making fun of another student's abilities and achievements.
- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology. All areas of internet misuse such as threatening emails, misuse of blogs, gaming websites, internet chatrooms and instant messaging and calls, misuse of associated technology, i.e. camera and video facilities, and social media.

Also, refer to the **IT guidelines** under the **Academic Integrity Policy** regarding the use of computers and the Internet in school.

Action Taken by The School

In order to contain the events of bullying, the following steps shall be undertaken by the school management:

1. Awareness about bullying
2. Prevention methods
3. Intervention procedures

Awareness

One of the steps to stop incidents of bullying is to create awareness about the collective responsibility of all the stakeholders viz. school management, teachers, students and parents in helping to build an amicable environment for learning in peace. To accomplish this objective, the school shall undertake the following in each academic year:

- Students: Workshops/activities to be organized by the school counsellor or by external resource persons for the students. (Activities could take the form of role-play, group discussion etc.)
- Teachers: Workshops for teachers and administrative staff on sensitization and prevention of bullying in school.
- Parents: Encourage parents to partner with the school in modelling positive behaviour, in both physical and digital environments. The roles and responsibilities of parents must be reinforced in each parent-teacher meeting and their representation valued in committee meetings.

Prevention

The school, to prevent any incident of bullying shall undertake as many intervention methods as it deems fit to prevent reoccurrence of such cases. The school management shall adopt a proactive approach to mitigate any chances of such incidents by following a clear-cut process. To ensure this, the school shall constitute an Anti-Bullying Committee (ABC) comprising of:

- Head of School
- IB Coordinators
- School counsellor
- Student representatives

The duties of the ABC will include:

- Raising awareness about bullying and its effects
- Developing and implementing anti-bullying policies and procedures
- Regularly reviewing and updating policies
- Providing support and resources for victims of bullying
- Investigating, and addressing bullying incidents.
- To date, the intervention by the Anti-Bullying Committee (ABC) has not been needed.
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The Lady Andal School fosters an inclusive environment based on a culture of mutual respect and support for each other.

Intervention

Students and parents can report instances of bullying to a teacher or a member of the ABC. Once the matter is brought to the notice of the ABC, action is initiated. The ABC will decide upon a set course of action for visible progress in this matter. Victims of bullying will be given access to counselling services provided by the school counsellor.

In addition to providing support to victims of bullying, the ABC may choose to provide support or counselling services for those who are bullying to address the issues they may have. The approach will be decided on a case-by-case basis, depending on the specific actions and strategies chosen by the Anti-Bullying Committee (ABC) for each situation.

The Role of the School Counsellor

School counsellors always strive to provide direct and indirect services to students within an inclusive setting. In collaboration with the IB Coordinators and the teachers, the school counsellor supports students' academic, career and personal development. The school counsellor's role includes:

- Providing short-term, goal-focused individual and/or group counselling services.
- Encouraging family support in the student's social-emotional development and education process.
- Collaborating and discussing with staff and families and understanding a student's special needs to help them adapt to the surroundings.
- Collaborating with other school-related student support professionals providing services to special needs students.
- Identifying students who may need to be assessed for special education eligibility.
- Assisting teachers and coordinators with curriculum planning for social emotional development of students.
- Providing referrals for assistance that is provided outside the school setting.
- Conducting professional development workshops for teachers to improve their knowledge and skills that will assist them both inside and outside the classroom.

Infrastructure Provisions

The infrastructure of the school is designed to provide accessibility for locomotor disabilities. Access Features include -

- Ramps to access academic and office building
- Ramps to access various levels of the resource room
- Lift facilities to move between floors
- Wheelchair friendly restrooms on each floor
- Visual Arts room is equipped to provide accessibility and comfort to work stations.

Responsibilities of the Community

Role of the Teacher:

- At Lady Andal School, teachers are the enablers of cooperative learning. They do this by setting up tasks and activities to encourage students to learn in groups and participate equally.
- The teachers facilitate the buddy system among students. This fosters collaborative learning. It also teaches them to work alongside those with different skills than theirs. This approach builds confidence and pushes students to give their best.
- The teachers play an important role in identifying their students' social, emotional, behavioural and physical needs. They also identify the students' academic strengths properly.
- The teachers use diverse methods of testing and marking to accommodate students with diverse modes of expression. The teachers provide clear feedback, differentiate ideas from language skills when grading.

- At Lady Andal School, teachers help the parents feel comfortable. They do this by addressing their concerns and keeping them updated about their child's progress.

Role of the Parent:

- At Lady Andal school, parents provide accurate information about the child's need and history at the time of admission.
- At Lady Andal school, parents partner with the school for the holistic development of their children.
- At Lady Andal school, parents follow through the agreements made with the school with regard to academics, behaviour and inclusion.
- At Lady Andal school, parents are prepared to discuss difficult topics for the betterment of the school, students and the community.

Role of the Student:

- Be proactive to ask for assistance.
- Be an active participant in all school activities.
- Follow IB policies and procedures.
- Accept responsibilities and exercise rights while respecting other's rights.
- Promote student voice and choice by actively taking part in decisions with respect to their own learning and act as leaders within the school community.

Future Action Plan

- Deferrals (MYP) (A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session) *Access and Inclusion Policy, IBO 2022*
- UDL (Universal Design for Learning) - *UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).*

For the next academic year the Student Council will also have the following responsibilities:

- Value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- Work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision makers regarding support for their children.

LINK WITH OTHER POLICIES:

ACADEMIC INTEGRITY AND INCLUSION POLICY

Our inclusion policy is designed to create an academic environment where diversity is celebrated and all applicants have equal opportunities regardless of their background. This commitment to inclusion means that we are dedicated to evaluating each applicant on their own merits and potential, striving to eliminate biases and barriers that could hinder access for

underrepresented groups. By fostering an inclusive environment, we aim to build a diverse academic community that enriches the learning experience for everyone.

ADMISSIONS AND INCLUSION POLICY:

Our school is committed to meeting the educational needs of all students, including those with special education needs, as we pride ourselves on being an inclusive educational institution.

During the admission process, we assess whether we can effectively address the specific educational requirements of each student, ensuring that they receive the support and resources necessary for their academic growth and success.

LANGUAGE AND INCLUSION POLICY:

The school organizes various events wherein there is an integration of the mother tongue and the host country language as one of the areas of performance and presentation. The school ensures that equal opportunity is provided for flourishing of the Mother language. Events included in the yearly Literary Fest, such as *Pattimandram* (Tamil Debate) and *Nukkad Natak* (Hindi Street Play) showcase the respect accorded.

Various celebrations highlighting the richness of the local languages, such as the *Villu Paatu* (Story – telling), Pongal and Krishna Jayanthi are held every year.

There is also an active commitment towards the ongoing promotion of languages in our school, such as engaging students in Science Fest in the Goethe Institute.

ASSESSMENTS AND INCLUSION POLICY:

The Assessment Policy establishes guidelines for evaluating student performance, ensuring that assessments are consistent, criterion-based, and aligned with IB standards. It incorporates various assessment methods and feedback mechanisms, along with internal and external moderation, to provide a comprehensive view of student learning. This includes those with diverse needs, have access to a supportive and accessible learning environment. It focuses on making necessary accommodations, providing additional support services, and developing individualized education plans (IEPs) to meet the needs of all learners.

Professional Development Workshops

IB Conference – Education for an Inclusive future – attended by Mrs. Krithika Kumar Quintal, Ms. Michelle Teresa Noronha Kharshiing.

Differentiated assessment workshop conducted by Priyamvada Taneja Consulting was attended by teachers, Ms Jency J.

IB Workshop – IBED Principles of equitable and inclusive education Cat 3 attended by Mrs. Krithika Kumar Quintal and Mrs. Tamara Ann Coelho

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