



## VICTORIOUS KIDSS EDUCARES

### Inclusion Policy

JUNE- 2016



## Contents

<b>Philosophy:</b> .....	<b>3</b>
<b>Rationale:</b> .....	<b>3</b>
<b>The school’s objectives for Inclusion provision:</b> .....	<b>3</b>
<b>Learning Support Requirements</b> .....	<b>4</b>
<b>Identification of Students Requiring Learning Support</b> .....	<b>4</b>
<b>Identification of Learning Needs in Classroom</b> .....	<b>5</b>
<b>Strategies to meet Inclusion Needs:</b> .....	<b>6</b>
Teachers and support staff respond to student’s need by:.....	6
Curriculum planning.....	7
Classroom Instructions.....	7
<b>Assessment of Students with Learning Support Needs:</b> .....	<b>7</b>
Examination: .....	7
Classroom Learning / Laboratory Learning: .....	8
Co-Curricular Activity (CCA) .....	8
Creativity, Activity and Service (CAS):.....	8
<b>Inclusive Assessment Arrangement for IB Assessments</b> .....	<b>8</b>
Internal Assessments: .....	9
<b>Responsibilities of VKE Community:</b> .....	<b>9</b>
Articulation of inclusion in VKE.....	9
Responsibilities of the Inclusion manager: .....	9
Responsibilities of the Programme Coordinator .....	9
Responsibilities of the Faculty .....	10
Responsibilities of the Parent .....	10
Responsibilities of the Student .....	10
Limitations/liability of the school .....	11
<b>Bibliography</b> .....	<b>12</b>

---

## Inclusion Policy

### Philosophy:

Victorious Kidss Educares believes that “**Every Child Matters**” and is **committed to** providing quality education to all children. It recognizes the need for a coherent and strong guiding policy for inclusion of all students, allowing them to access learning and fulfil their potential. VKE believes in supporting all students by appropriately addressing their learning needs.

The Inclusion Program at school allows students requiring learning support to access the educational programme of the school and enhance their learning. We believe that providing students with open access to curriculum fosters academic and leads to the development of self-esteem and self-advocacy skills in the student, and allows them to contribute towards development of the diverse society.

### Rationale:

Victorious Kidss Educares strives to ensure that all students are provided with the necessary support. This rationale is supported by School Mission Statements:

- We are committed to the children of the world and aim to build in them an attitude of "Learning to Love to Learn".
- To create a school where all children are achievers, having identified their self-worth, strengths, skills and intelligence with which they can solve problems effortlessly.

The Inclusion Policy of the school is guided by ‘The Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995’ which requires the government to “Endeavour to promote the integration of students with disabilities in the normal schools.” We respect the facts that students:

- Have different educational and behavioural needs and aspiration;
- Require different strategies for learning as they have different learning styles;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences

### The school’s objectives for Inclusion provision:

- To identify students as early as possible who needs learning support to ensure that they are met competently.
- To manage resources, in line with this policy, to be able to meet all students’ needs.
- To ensure that students requiring learning support join in with the activities of the school where appropriate.
- To ensure that all students make the best possible progress. Recording, monitoring and reviewing the progress regularly.
- To ensure parents are informed of their student’s special needs and built effective communication between parents and school.

- To ensure that students express their views and are fully involved in decisions, whenever and wherever possible, related to their education.
- To annually review Student Support Plans (SSP) and Individual Education Plans (IEP)
- To provide appropriate training for those involved in the implementation of the policy.

### **Learning Support Requirements**

Learning Support at Victorious Kidss Educares strives to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

### **Identification of Students Requiring Learning Support**

Victorious Kidss Educares believes that early identification of students who require learning support is essential to allow support systems to be put in place for such students.

At the time of enrolment the school tries to identify if students need learning support. The school follows standard guidelines for identifying and developing accommodations and adjustments for students needing special learning support.

If it is found that the student seeking enrolment in school has special educational needs or if the student requires special attention following key steps are taken:

- An initial talk with the parents of children, having special educational needs is conducted by the school authorities when they contact for admission.
- The details of information regarding any learning concern are requested on the admission form. The concerns need to be well supported by Medical Certificates and reports given by certified Medical Practitioner. This information is processed by the Admission Department and forwarded to the school Psychologist and counsellor and Inclusion Manager, for their follow up actions.
- Such cases are discussed with the School Principal, Respective Programme Coordinator, and Counselling Department. This is to ensure that the student needs are addressed in the following

areas:

- Classroom setting
  - Examination setting
  - Laboratory setting
  - CCA (Co-Curricular Activity)
  - Service as Action and CAS participation
- Interviews are conducted with potential students and families for enrolment for the following academic year. The school psychologist attends interview of students with special learning needs. Due consideration is given to the prior knowledge of the students who come for admission. Such students are assessed after considering all the aspects. Based on the resources available at VKE, discussions among inclusion manager and coordinators are held to find the schools capacity to be able to cater to these specific needs. If the school realizes it to be a very difficult case, he/she is referred to special schools for their best development.

### **Identification of Learning Needs in Classroom**

All students are assessed when they enter our school (Reference: Admission policy, Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our students.

If a student is found to have difficulty in learning in the classroom, teachers try to provide support to the students within the classroom by taking following steps:

- Use existing information as a starting point.
- Highlight areas of skills to support in class.
- Use baseline assessment to identify what the student knows, understands and can do.
- Ensure on-going observation/assessment to provide feedback so that assessment forms the basis of the next steps.
- Involve the parents
- Involve the student.
- Use differentiation to scaffold learning.
- Keep records of strategies used and their level of success.

If these arrangements do not result in sufficient progress, and student is still found to have difficulty in learning, student is referred to the Inclusion Manager.

The Inclusion department will investigate the case and may suggest parents to conduct diagnostic test to identify the learning difficulties. School may also ask parents involve outside health services to fully cater to the needs of such student.

Once the learning difficulty of the student is identified, the inclusion manager along with the Programme Coordinator will assess if the learning needs can be fulfilled in the school. Parents will be notified if any support is needed. An action plan is made in collaboration with Teachers, Programme Coordinator, Counselling Department and Parent to cater to the needs of the student. A range of

strategies are employed to ensure that the school meets the needs such students. Short and long term interventions/ Individual Educational Programmes (IEP) are put in place to cater the needs of these students.

### **Strategies to meet Inclusion Needs**

- Information containing general details of difficulties and suggested support strategies/ recommendations is maintained in a separate folder for each child.
- Teachers are kept informed about the on-going nature of the learning difficulties/illness. This record is maintained from the time, the child is enrolled in the school.
- The teachers are trained by Inclusion Manager. They are acquainted to gain knowledge from the relevant IB publication and apply strategies to meet the learning needs.
- Various games, exercises like Brain Gym, Yoga and special breathing techniques are utilized by specialists.
- A variety of teaching strategies and tools are employed depending on the nature of the difficulty. A wide range of resources like Audio-Visual materials, Computer software, Internet and Audio recording of text are made available.
- Provision of taking photographs, voice and video recording facilitates close monitoring of the child's progress.
- If Students are identified as ADD (attention deficit disorder) or ADHD (attention deficit hyperactivity disorder), then they are given the facility to have a work space free from distraction. One-to-one assistance is given wherever needed to maintain attention on activities and tasks.
- The learning in Special Need students is monitored and reviewed at quarterly in co-ordination with the parents, so as to make amendments, if required for the benefit of the student.

### **Teachers and support staff respond to student's need by:**

- Providing support for students who need help with communication, language and literacy;
- Providing inclusive environment which is effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners.
- Planning to develop student's understanding through the use of all their senses.
- Planning for student's full participation in learning, physical and practical activities.
- Helping students to manage their behaviour and to take part in learning effectively and safely.
- Helping students to manage their emotions, particularly trauma or stress.
- Identifying the students preferred way of thinking after considering if an optimum match is to occur at various times throughout their schooling.
- Help learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences.
- Help to extend their academic language and concepts by providing opportunities to experience the enjoyment of reading, and be made aware of a wide range of genres for writing, which are crucial to developing student learning.
- Make use of assistive technology and software to enable learners with language issues to access material they can engage with metacognitive.

**Curriculum planning**

- Teachers plan collaboratively to meet the requirements of students with learning difficulties. Teachers design learning experiences that allow students across a range of needs to meet their learning objectives. (Prior knowledge is valued and scaffolding strategies may provide a more concrete, and less abstract, context for understanding which includes use of visual aids, demonstrations and dramatization). Enhancing self-esteem and extending learning goes hand in hand.
- VKE affirms the identity of a learner and encourages the qualities, attitudes and characteristics promoting responsible citizenship and international-mindedness by valuing and using the diversity of cultural perspectives to enhance learning.

**Classroom Instructions**

Victorious Kidss Educares faculty employ inclusive teaching techniques and design learning expectations that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB Programmes. Students are provided with opportunities to achieve these goals by participating in carefully constructed differentiated teaching strategies designed to maximize students' potential and also allow the student to demonstrate learning in different ways.

**Assessment of Students with Learning Support Needs:**

- Continuous assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.
- Assessments prepared are diverse and relevant to the learner, allowing for differentiation with different entry and exit points. The purposes and outcomes of the assessment process are explained explicitly to all.
- Elements of social interaction and personal growth are part of the assessment process.
- Where standard assessment conditions could put students requiring inclusive assessment arrangements at a disadvantage by preventing them from demonstrating their level of attainments, special arrangements are authorized. Coordinators and teachers are responsible for submitting requests for special arrangements. The school ensures to achieve the special arrangements approved by IB for the special need students.

**Examination:**

In the examination settings, the following can be accommodated depending on the request by the student's doctor and decision by the School Principal, Coordinator.

- Provision of extra time in the examination
- Provision of a school laptop so that student can key in the answers instead of writing
- Provision of an extra room and invigilator
- Provision of large print of the exam paper
- Provision of coloured print of the exam paper

The above provisions are made available for all the termly examinations so that the candidate can get accustomed to the examination settings leading up to the IB examinations.

**Classroom Learning / Laboratory Learning:**

The subject teachers will be informed of the student's condition. Thus each teacher will be advised and be mindful of the child's needs while teaching.

**Co-Curricular Activity (CCA)**

There may be certain CCAs that the student may not be able to participate in. Thus, the school provides an array of CCAs that the child can choose and participate in.

**Creativity, Activity and Service (CAS):**

As CAS is a core component in the IBDP, there is a requirement by the school to ensure that the student clock in and complete the hours for CAS. There is a wide variety of service activities, expeditions and cultural performances that the pupil can participate in the school. If there is a need for the candidate to have a special arrangement, the IBO will need to be consulted.

**Inclusive Assessment Arrangement for IB Assessments**

The Programme Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the candidates requiring inclusive assessment arrangements. Once the Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

The following is a list of accommodation arrangements that maybe granted once IBO has reviewed the required documentation:

- **Additional time:** Usually 25% more time is allowed for the candidate, which gives them 15 extra minutes for every hour of exam time.
- **Rest periods:** Supervised rest time maybe allowed, during which time the candidate is not allowed to work on their exam.
- **Information and communication technology:** A computer could be used to type the answers to the exam instead of hand writing the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's normal way of working in the school.
- **Scribes:** A person who writes down dictated answers from the candidate.
- **Readers:** A person who reads the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- **Communicators:** A person who is able to convey information to a candidate with a hearing impairment, through the use of lip-speaking, finger-spelling or sign language.
- **Prompters:** A person who is able to ensure that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem. It cannot be a relative or a teacher in the school.

- **Extensions to deadlines:** This arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.
- **Assistance with practical work:** If a candidate has a physical disability, assistance with 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 to situations where there is a concern for a candidate's health or safety.
- **Exemptions from assessments:** Exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

### **Internal Assessments:**

The school's policy is such that there is no need for extra help to be given to the student for Internal Assessments (IA). No assistance will be rendered to the candidate for any IA related matters. If there is a need for extra assistance, the school will need to seek authorisation by the IBO with the necessary medical documents to be submitted. The following are the guidelines for IA that the school will adopt:

- The IB Examiner cannot be informed of the condition/adverse circumstance of the candidate in any way possible.
- The teacher marking the IA cannot make adjustments
- The teacher cannot provide any special assistance to be rendered to the candidate.

However, the school can seek for an extension of deadline with the necessary medical documents to be submitted.

### **Responsibilities of VKE Community:**

#### **Articulation of inclusion in VKE**

Everyone involved in the programme including students, teachers, parents and administrators, are expected to have a clear understanding of the purposes of SEN policy and its practical application in the programme. The policy is shared with the entire community by providing access through school website and server.

#### **Responsibilities of the Inclusion manager:**

Inclusion manager at VKE assists in promoting and directing high standards of teaching and learning for needing learning support. Inclusion manager is involved in overall implementation of this programme including budgeting, holding training sessions for parents and the teachers and working in collaboration to effect change in children's learning and growth.

Confidentiality of these details is maintained by the Inclusion manager. Only the counsellors have access to the medical records and other details of the students.

#### **Responsibilities of the Programme Coordinator**

- The Programme Coordinator will apply to the IB for students' accommodations in assessment type

and circumstances.

- The Programme Coordinator will work collaboratively with faculty to support students with special education needs.
- The Programme Coordinator will provide examination accommodations as needed and approved by the IB.
- The Programme Coordinator will maintain discretion and confidence in providing special education needs services.

### **Responsibilities of the Faculty**

- All teachers will comply with all federal and local laws regarding special education needs.
- All teachers will participate in all required training when available.
- All teachers will identify struggling learners and refer the student to the counsellor or Programme Coordinator as needed.
- The classroom/subject teacher will maintain accurate records of students' progress.
- The classroom/subject teacher with the assistance of counselling department will become familiar with the learning difficulties of the students. They also have a responsibility to understand the strategies and interventions needed to cater to the needs of such d
- The classroom teacher will provide differentiate instructions as outlined by the students' IEP
- The teacher will maintain discretion and confidentiality in providing special education needs services.

### **Responsibilities of the Parent**

Partnership with parents plays a key role in enabling students with SEN to achieve their potential. The school recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. Curriculum and learning choices are made in collaboration with the students and their parents. Henceforth, following guidelines are followed with parents:

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's entitlement within the school district policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will make request for needed child studies and services from the school or school district in a proactive manner.
- Parents will provide documentation needed for IBO accommodation requests.

### **Responsibilities of the Student**

- Students will be proactive in asking for assistance from the school administrators, faculty and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all Victorious Kidss Educares policies and procedures.

**Limitations/liability of the school**

- VKE does not have special/remedial educators or teachers trained in special/remedial education for Diploma Programme since it is not a certified special education institute.
- The school can only provide the necessary support with the cooperation of parents/guardians and out - of - school remedial educators.
- Parents are responsible for providing the school with required documents before the school can give support to the students.
- Documents include remedial / special educator's report, reports of psychological tests, educational / counselling psychologist's report, etc.

**Bibliography**

IBO. *Diploma Programme: From Principles into Practice*. Geneva: International Baccalaureate Organization, Apr. 2015. PDF.

IBO. *Candidates with Assessment Access Requirements*. Geneva: International Baccalaureate Organization, May 2009. PDF.

IBO. *Learning Diversity and Inclusion in IB Programmes*. Geneva: International Baccalaureate Organization, Jan. 2016. PDF.

IBO. *Meeting Student Learning Diversity in the Classroom*. Geneva: International Baccalaureate Organization, May 2013. PDF.

IBO. "The IB Guide to Inclusive Education: A Resource for Whole School Development." *The IB Guide to Inclusive Education: A Resource for Whole School Development*. N.p., n.d. Web. 11 Jan. 2017.  
<[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_x\\_senxx\\_tsm\\_1501\\_1\\_e&part=1&chapter=1&CFID=798955&CFTOKEN=92849629&jsessionId=bc30ca7b61de82f55e406d7211732462f415](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1&CFID=798955&CFTOKEN=92849629&jsessionId=bc30ca7b61de82f55e406d7211732462f415)>.