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Inclusion and Learning Support Policy

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INTRODUCTION

Inclusion is a process aiming at increasing the access and involvement in learning for all students by providing support and removing barriers¹. It is an ongoing process addressing curriculum, learning support requirements, the nature of pedagogy and assessment for all. It is facilitated in an environment of collaboration, mutual respect, support and problem-solving, involving the whole school community (Learning Diversity and Inclusion in IB programmes,2016)².

The IB Program and Standard Practices³ (2014) elaborate on learning support as a system encompassing the resources, pedagogical methodologies, and practices that provide physical, cognitive, language, social and emotional support intended to enable all students to have an equal opportunity.

According to the statutory guidance in Special Education Needs and Disability (SEND) code of practice, UK⁴ (2015), a child requires learning support or special education provisions if he or she has a learning difficulty. Learning difficulty is further understood by;A) Having significantly greater difficulty in learning than most children of the same age, and b) Having a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools. A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

POLICY AIM

ASI is an inclusive institution adhering to the IB protocols by providing equal opportunities for all. The school recognises individual needs, uniqueness and strengths of the students and delivers support accordingly. The school aims to build a safe space for all students to grow and develop optimally through academic, social and emotional support and become competent to face the global challenges.

¹International Baccalaureate; Access and Inclusion Policy (2018)

²International Baccalaureate; Learning diversity and inclusion in IB programmes (2016)

³International Baccalaureate; Programme standards and practices (2014)

⁴Department of Education; Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25 (2015)

The ASI policy is a comprehensive guide based on IB protocols and an amalgamation of researched learning support practices from across the world. The policy focusses on providing guidelines to the stakeholders regarding identification, assessments and examinations of students with special needs and support.

The prime purpose of the policy is to provide guidance to the stakeholders involved in the child's learning process, to promote a barrier free learning support environment and develop a more diversified community by giving a chance for IB education to all.

ASI working in sync with the Indian National Policy for Persons with Disabilities⁵ (2006) strongly believes that 'every child irrespective of the differences has the right to development with dignity and equality creating an enabling environment where children can exercise their rights'.

IDENTIFICATION PROCESS

At the time of admission

Along with the standard admission process all prospective students are assessed to determine current levels of performance in literacy and numeracy. The first step is to analyse all information pertaining to the students to determine the potential need for learning support. Identification is done by the following methods.

- 1) Providing information regarding learning support is mandatory.
 - a) It is important to submit previous school records and information regarding any learning support at the time of admission of the student.
 - b) If the student has been assessed and tested, it is then mandatory to submit the diagnostic report and certificate from the authorised institution.
 - c) The school also reviews medical history, including health, social and emotional needs, and information on additional services currently (or previously) provided.
(Appendix 1- Learning support section under medical report in the admission form)
- 2) Assessment by Learning Support Steering Committee

⁵Ministry of Social Justice and Empowerment; National Policy for Persons with Disabilities (2006)

In case of learning or special support indication, the school counsellor and SEN facilitator will carry out assessments to identify specific needs of the student and prepare case profile followed by discussion with the school principal and coordinator.

Students with learning support are enrolled in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) if their needs can be met, based on the resources and services available with the final decision of the head of the school.

Identification during the academic year

Form tutors in conjunction with subject teacher will fill a student support referralsheet(Appendix 2) quarterly to report on the growth and progress of the students. The referral sheet is evaluated by the learning support steering committee including the head of the school, segment coordinator, counsellor and SEN (special education needs) facilitator at the end of every three months to keep a check on the potential learning or special support requirements.

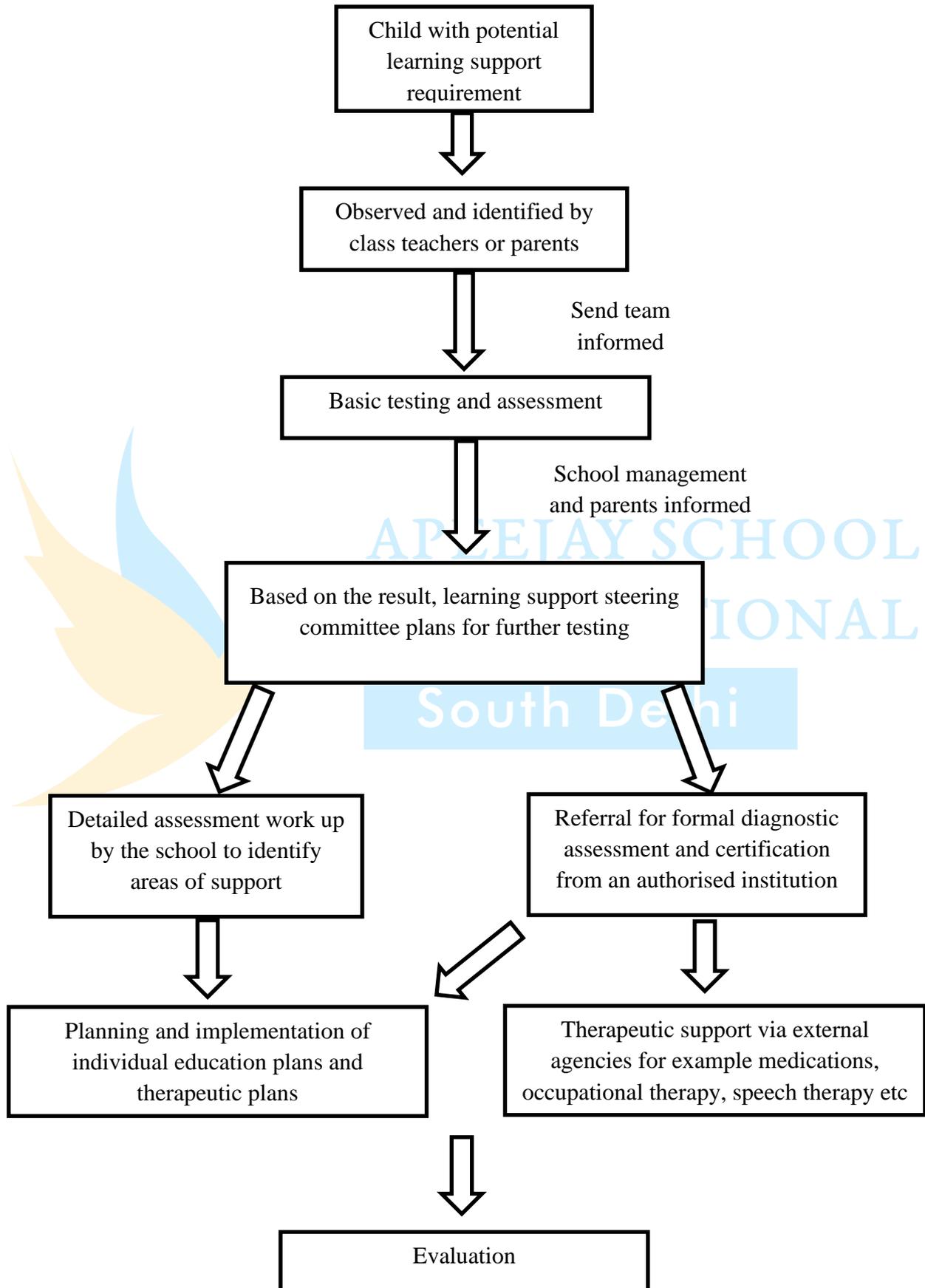
Quarterly evaluation of referral sheet-

- 1) June-August
- 2) September-November
- 3) December-February
- 4) March-May

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If support requirement is identified, formal assessment is carried out with the student. Formal assessments include play observation, interview with the student and Brigance Diagnostic tool for educational assessment. Based on the assessment, an action plan for the student is formulated. All the information is shared with the parents.

LEARNING SUPPORT AND REFERRAL PROCESS



CRITERIA FOR LEARNING SUPPORT

ASI identifies and has support provisions for the following diagnosis⁶

Neurodevelopmental disorders

- Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains.
- Autism Spectrum Disorder is a disorder with persistent deficits in social communication and social interaction across multiple contexts.
- Attention deficit hyperactivity disorder, a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.
- Specific learning disorder

Difficulties learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months, despite the provision of interventions that target those difficulties:

- Inaccurate or slow and effortful word reading
- Difficulty understanding the meaning of what is read
- Difficulties with spelling
- Difficulties mastering number sense, number facts, or calculation
- Difficulties with mathematical reasoning

Other gaps in learning

There can be gaps and difficulties in learning due to several other factors including physical, social and emotional issues. The school recognises these difficulties and provides support in these cases as well.

INCLUSION AND SUPPORT FACILITY

Infrastructure and physical facility

The school has been designed access free for all with availability of ramp on the ground floor and lift on the other floors along with stairs. An infirmary with trained medical staff and

⁶Diagnostic and Statistical Manual of Mental Disorders: DSM-5 (2013)

equipment is made available to cater to the medical and health needs of the students. Mobility equipment such as wheelchair is provided within the school premises if required by a student.

Staff support facility

Teaching faculty

ASI has a learning support steering committee comprising of the school head, coordinators, SEN facilitator and counsellor for the academic support and well-being of the students. Along with it, the subject teachers practice differentiation, catering to different academic needs of the students through the teaching-learning process i.e. designing and implementing content, pedagogical process and outcome in the form of assessment as per the student's skills and abilities.

Staff attendant

The school provides additional 'daily functioning' help to the students who require it, through the support and management staff. Primary classes specifically grade 1 had been allotted helpers for the kids with developmental delays. Each floor in the school has helpers for additional support of the students as per requirement.

SUPPORT AND ACCOMODATION

With different difficulties comes different needs. As mentioned above, the school recognises support areas within different disabilities which become the basis for planning individualised planners for the students. The following accommodation and support will be provided with IB permission and consent. Also, providing some of the support would require student and teacher consensus on appointments (Appendix 4)).

A. Lag in a subject due to learning difficulties or social differences

- Subject specific support for Mathematics, Science, Individuals and Societies, unit of inquiry in PYP etc. will provided within the class or in pull out classes by the special educator in the primary years and subject experts in middle and diploma program.
- Students having language learning difficulties will receive English as additional language (EAL) support and training from the special educator and language experts.
- Further accommodations for students with learning difficulties during the academic year will be allowed/made as follows-

| | |
|--|--|
| Accommodation in presentation | |
| May require support | Medium of instructions |
| Students with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory or cognitive disability. | Large print Magnification devices Human reader Audio tapes Talking materials (calculators, clocks, timers) |
| Accommodation in response | |
| May require support | Medium of instructions |
| Students with physical, sensory or learning disabilities (including difficulties with memory sequencing, directionality, alignment and organization). | Scribe Tape recorders Spelling and grammar devices Graphic organizers |

B. Skills development for daily functioning

- Providing executive functioning skills training specifically for students with ADHD, LD and ASD for everyday decision making, organising, planning, creating study time table etc. to enhance functional skills.
- Social and emotional difficulties become a secondary diagnosis for students with disabilities. Providing social emotional learning (SEL) support through one to one counselling, individual and group therapy, desensitisation and skills classes at all the three levels in the school.

C. Career and vocational support will be provided in the higher classes for future planning and placement of students with the help of school counsellor and career counsellor.

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

School Principal

Monitors and evaluates learning and therapeutic support provisions in the school.

School coordinator

- Oversees the day-to-day operation of the school's inclusion and learning support policy.

- Coordinates with learning support staff to ensure the needs of the students are being met.
- Supports the professional development of staff by providing continuous professional development sessions on aspects of special needs.
- Liaise with other schools and external agencies to share appropriate data to ensure effective transition for students with special educational needs.
- Liaise with the admission team regarding applications for students identified with support needs.

Counsellor

- Maintains comprehensive case files of the students with special needs.
- Conducts psychological and academic assessments using standardised tools.
- Plans and administers counselling and psychotherapeutic sessions.
- Strengths family- school partnership.
- Provides professional referral information.

SEN facilitator

- Maintains case profiles of students with special needs.
- Develops and implements Individual Education Plans (IEPs). (Appendix 3)
- Conducts learning support classes within the classroom or individually outside the classroom.
- Liaises with parents of students with special educational needs.
- Supports the teachers in preparing differential teaching plans in the classrooms.
- Regularly updates the teachers on the developments in the field of learning support by conducting workshops.
- Collaborates with teachers to plan and prepare students for assessments and examinations.

Teachers

- Identifies students who would potentially require learning and therapeutic support by filling the support referral sheet quarterly.
- Implement recommended accommodations in the class for students with special needs.
- Plan and implement differential teaching and learning support within the classrooms.

Parents and Guardians

- Submit details of special needs and disability with student's admission application to the admission team.
- Attend meetings regarding student's progress with the learning support staff.
- Coordinate and participate with the learning support staff in the student's learning and achievement process.

Students

- Participate in the development of goals for their IEPs and other support plans.
- Demonstrate commitment and personal responsibility towards achieving their goals to their best capacity.

CONFIDENTIALITY

The school treats all information about a student as confidential. If required, information will only be shared with appropriate stakeholders and only for the purpose benefitting the student.

IMPLEMENTING LEARNING SUPPORT

ASI identifies with long-term learning support requirements, temporary medical conditions and additional language learning, that require support as per the IB access and inclusion policy. Arrangements for support are required during **learning and teaching process** and **assessments and examination**. The special arrangements include-

- rest breaks, separate room for sessions and assessments and additional care through staff support which is already being provided in the school
- work extensions, deferral, access to modifications in the paper and additional aids which the school aims to provide with special permission from IB.

Some arrangements require authorisation and permission from IB specifically for MYP and DP. Adhering to the IB Access and Inclusion Policy (2018) guidelines, an online application for inclusive access arrangements would be put forward by the school on behalf of the students to seek permission. Request for inclusion access arrangement requires to be made 6 months to a year (in case of visual and hearing impairment for MYP examination) prior to the examination depending on the nature of support. Furthermore, with the application all the evidence including the educational reports would be sent as proof.

SUPPORT IN LEARNING AND TEACHING PROCESS

Categories for support

The school intends to provide inclusive access arrangements for long-term learning support requirements, temporary medical conditions and additional language learning.

ASI identifies four categories for support:

- 1) Students with no SEND (special education needs and disability) and no additional support

Under this category children learn through standard and optimum learning teaching environment provided by the school and teachers with no additional special support.

- 2) Students with no SEND but requiring additional support

Along with the standard learning environment children receive remedial classes and differential learning facilities provided by the teachers within the classrooms.

- 3) Students with SEND requiring no additional support

Students learn in a standard learning environment with support only when required. They receive supervision by the teachers and SEND team to facilitate their optimum performance and wellbeing.

- 4) Students with SEND requiring additional support

Along with an inclusive standard learning environment, students are provided with intensive educational and other interventions within the classroom as well as individually outside the classroom.

Academic support is provided through various means-

1. Individual education plans-IEP (Appendix 3)

IEPs and therapeutic plans are developed and implemented by the SEN facilitators and counsellors according to the student's current level of performance and short term and long-term academic goals.

2. The learning teaching practices are derived from Universal Design for Learning- UDL (Harvard Graduate School of Education, 2014⁷) and IB teaching philosophy.
 - i) Providing Multiple Means of Representation- providing various means for perception and comprehension by using multisensorial mediums, for example video-audio tapes, pictures, tactile books, diagrams, outdoor environment for learning etc. The learning style of the student is used as a strength to enhance comprehension.
 - ii) Providing Multiple Means of Action and Expression- providing options for expression, communication and executive functioning through forming rubrics for daily plans and actions, breaking down larger instructions to smaller parts for smooth actions, providing various forms of expression medium such as art, music, stories etc.
 - iii) Providing Multiple Means of Engagement- providing options for recruiting interest, persistence and self-regulation through multiple learning options within the same topic, for e.g. building assignments and assessments recognising the strengths of the child, providing motivation and scaffolding during tasks, engaging in group activities, providing platform for reflection and self-assessment.

Implementation of support

Learning support and assistance is provided both within the classroom as well as individually or in small groups outside the classroom as per the student's requirement.

SUPPORT IN ASSESSMENT AND EXAMINATION

According to the IB Access and Inclusion Policy (2018), all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some students at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if they could reduce or minimize barriers for the students.

ASI aims to deliver the following support during examinations taking into consideration all the regulations governing the conduct of IB examinations and with prior notice and permission from IB wherever applicable. Students will be required to show evidence to avail the provisions.

⁷ Universal Design for Learning Overview, Harvard University; Universal Design for Learning Overview. Retrieved from: <https://www.gse.harvard.edu/news-tags/universal-design-learning>

Physical assistance

- Students can be permitted to take examination in separate rooms based on the student's requirement.
- Arrangement for appropriate seating can be made according to the needs of the student.
- Arrangement for appropriate lighting can be considered specially for a student with visual challenge.
- Enlarged print or change of font can be arranged for students with visual difficulties.

Equipment assistance

- A student who normally uses an aid can use the aid in examinations.
- Magnifying devices to enlarge and read print may be used by students with vision issues. These may include magnifying glasses and line magnifiers.
- Access to calculators may be permitted in case of specific learning difficulties.
- A student who is hypersensitive to sound may be permitted the use of noise buffers.
- Students are allowed speech recognition software in case-
 - ✓ student has physical challenges and cannot type due to low muscle tone in the arms and poor eye to hand coordination.
- Students are provided 'access to reading', authorising a reader / screen reader or reading software / text – to – speech software for their on-screen examinations in case of
 - ✓ A standard score on a psychological test of 95 or less on reading speed/reading accuracy /reading comprehension.
 - ✓ A medical or sensory condition due to which a student faces reading challenges (total or severe vision impairment)
- Students will be permitted access to the 'optional font' and / or alternative text/background colours in case-
 - ✓ The student shows a standard score on a psychological test of 95 or less on reading or visual processing, a medical, physical or sensory condition due to which a student faces reading or vision challenges
- Access to speech and hearing is provided in case-
 - ✓ The standard score on a free-writing speed test is below average for his or her age and below average speed for his or her age in typing.

- ✓ The standard score on written expression/spelling/information processing/working memory is of 90 or less and below average speed for his or her age in typing.
- ✓ The student has a medical, physical or sensory condition that renders him or her incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task.

Human assistance

- Access to practical assistance is provided in case-
 - ✓ A student has physical, sensory or medical difficulty.
- A student with a hearing condition may receive instructions from a communicator.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- For a candidate who has colour blindness, the invigilator is permitted to name colours in an examination paper
- Students are provided ‘access to writing’, essentially a scribe in case of writing or typing difficulty.

Other assistance

- Access to additional time during the exams can be permitted in specific cases after taking prior permission from IB.
- A candidate may be given additional time to complete assignments specifically in DP with prior notice to IB.
- A student may be permitted rest breaks depending on the student’s condition and need.
- Access to ‘extensions and exemptions’ may be provided in case the student has medical or psychological challenge.

For any other assistance and special provisions IB assessment centre would be contacted for advice.

POLICY REVIEW TIMELINE

All Policies at ASI are reviewed on an annual basis. The timeline for the same is as follows:

| | |
|--|-------------|
| Inclusion and Learning Support Policy at ASI | Timeline |
| Policy Framed | August 2019 |
| Policy Review due in the month of | July 2020 |



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APPENDIX 1

(Learning support section under medical report in the admission form)

Student Health Form (Subpart)Requirement for additional support

Learning support

- Subject specific support
- Overall academic support (attention, focus, writing etc.)

Physical support

- Mobility support
- Other Functional support (eating, toileting etc.)

Social emotional support

- Social or emotional Counselling

If yes for any support, kindly elaborate-

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APPENDIX 2**Student support referral sheet**(filled by form tutors)

Grade-

Form tutor's name-

Date-

| Sr. No. | StudentName | Academics | Behaviour | Evidence/ examples | Any other comments |
|---------|-------------|---|--|-----------------------|-----------------------|
| | | Visible change in- <input type="checkbox"/> Focus/attention <input type="checkbox"/> Reading/ writing <input type="checkbox"/> Classwork/ homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change | Visible change in- <input type="checkbox"/> Activity level <input type="checkbox"/> Temperament <input type="checkbox"/> Mood <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change | | |
| | | Visible change in- <input type="checkbox"/> Focus/attention <input type="checkbox"/> Reading/ writing <input type="checkbox"/> Classwork/ homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change | Visible change in- <input type="checkbox"/> Activity level <input type="checkbox"/> Temperament <input type="checkbox"/> Mood <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change | | |
| | | Visible change in- <input type="checkbox"/> Focus/attention <input type="checkbox"/> Reading/ writing <input type="checkbox"/> Classwork/ | Visible change in- <input type="checkbox"/> Activity level <input type="checkbox"/> Temperament | | |

| | | | | | |
|--|--|--|---|--|--|
| | | homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change | <input type="checkbox"/> Mood <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change | | |
| | | Visible change in- <input type="checkbox"/> Focus/attention <input type="checkbox"/> Reading/writing <input type="checkbox"/> Classwork/homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change | Visible change in- <input type="checkbox"/> Activity level <input type="checkbox"/> Temperament <input type="checkbox"/> Mood <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change | | |

Would you want to refer a student to the learning support steering committee?

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Any specific observation or information regarding the student being referred to the committee?

Signature of the form tutor

APPENDIX 3

Individual Education Plan (Monthly)

Child's name-

Grade-

Facilitator-

Grade teacher-

a) Areas of facilitation and support

Name of the subject-

Topic

Current level of knowledge and understanding

Learning outcomes

Strategies

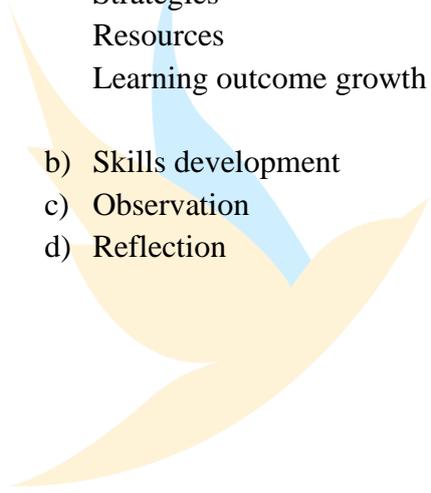
Resources

Learning outcome growth ladder

b) Skills development

c) Observation

d) Reflection



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APPENDIX 4

Individual Session Appointment

Name of the student-

Class-

Name of the session-

Reason for the session-

Scheduled date and time of the session with consensus-

Consent of the teacher/ parents-

Consent of the student-

Counsellor's/
SEN facilitator's
signature

Student's signature

Parents/ teachers signature



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