

INCLUSION/SPECIAL EDUCATIONAL NEEDS POLICY

The Inclusion / Special Educational Needs (SEN) Policy is prepared with the collaborative effort of all the stakeholders (Pedagogical leadership, Faculty and Parents) and is based on the IB guidelines for the same.

TIPS SEN Policy also aligns with the National Education Policy, 2020 - INDIA & UNESCO policy guidelines on inclusion in education.

The NEP- National Education Policy, 2020 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Why an Inclusive Policy

Inclusive in the context of education refers to the diverse needs of all learners by reducing barriers in their learning process. It is a process of enhancing and improving the capacity of the education system to make accessible to all learners, understanding differentiated learning approach. This teaching and learning approach provide all the learners vivid opportunities for academic and social achievement.

It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be barred by the IB on the grounds of race, nationality culture, gender, religion, disability, or any other personal characteristic as prohibited by law.

TIPS Inclusive Philosophy:

The Indian Public school, Chennai believes that valuing diversity and promoting equality is effective through the inclusive approach. The school considers that students with Special Educational Needs and/or those who are differently-abled should have the right to admission to the school. However the school recognizes that the facilities and expertise needed to support such students are very specialized and the school may address such needs based on the requirement from time to time. The school strongly believes in inclusive classrooms and does its best to provide the same for most of the time.

The school provides a special wing which caters to the needs of the differently-abled students. Students who fall within the Special Needs definition include the following, as per the policy.

- Students with ADD/ADHD
- Students with emotional and behavioral disorders
- Students with physical, sensory and mental health difficulties
- Students with speech and communication disorders
- Students with learning difficulties and disabilities

Differentiation: At TIPS, all students receive support, instruction and choices that enable them to succeed to their approaches to learning, abilities and interests. Differentiation is seen as the process of identifying each learner, his/ her learning strengths, the effective strategies to develop meaning; balanced and Self-motivated groupings within classrooms, use of pre assessments and formative assessments to discover students' strengths and areas to focus, and provision of materials -such as levelled reading materials, enrichment activities, and choice of learning and assessing mode and time.

Legal requirement of inclusion policy in India

National Education Policy, 2020-INDIA

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India has been a member of the UNESCO. According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.”

Read more at RGNUL Student Research Review (RSRR):
rsrr.in/2020/09/29/new-education-policy-inclusive-education-india/

Confidentiality of Student Records at TIPS

Students' educational records are private and maintained confidentially in TIPS, reflecting the policy guidelines in the Parental Rights for Special Education, The School shares the report of the students only to the parent of the particular child. Nonetheless, they are obligated to keep a child's records confidential to parties that are not involved with that particular student.

Admission of differently- abled students and/or students with Special Education Needs:

The school has resolved that students who are differently abled due to physical and/or neurological medical conditions affecting their educational abilities shall be admitted to the school on the following criteria:

- The school is aware of the statutory requirements.
- In the case of a new admission, it is mandatory for the parent to disclose if the child has any learning support requirements. (Please refer to the admission policy).
- The student has been assessed academically through means of tests suited to their age and/or abilities.
- The submission by the parents or guardians of appropriate medical documentation and educational reports from a previous school/ educational institute or authorized practitioner in the relevant field.

The provision of evidence from a detailed and recognized diagnostic test to show academic ability and suitability **to pursue the course with the support systems available at the school.**

If all of these conditions are met to the satisfaction of the school, the student will be admitted on an initial trial basis and their progress will be regularly monitored in line with their own abilities and that of their age group or academic age group with the help available at the school.

Only as the last resort when the school is unable to provide effective and appropriate support and should the student's academic ability fall below the level for which they were initially assessed or their behavior cause other students to be disadvantaged, parents will be requested to withdraw the student and seek help from other more effective alternative sources.

Responsibilities towards an inclusive approach:

- It is important that everyone concerned with pupils with learning differences are clear about their roles in developing the school's **inclusive** approach and contribute to pupil's learning and progress.
- All teaching and non-teaching staff will be responsible for differentiating instructions for pupils with Learning Differences.
- To nurture a culture of collaboration and respect and support students with Learning support requirements.

The Class Teacher

- Collaborate with learning support team to discuss concerns about the students' learning difficulties – academic performance, skill development or behavior issues
- Support agency by involving students in planning their learning and facilitating differentiation in the learning environment to meet the needs of all students.
- Maintains frequent, genuine and positive communication with parents by sharing information appropriate to the regular programme and extra support provided.
- Encourages differentiation instructions and strategies to meet the needs so fall the students in the classroom.

The Learning Support Teacher-PYP

- Coordinates and plans Learning Support with the homeroom teachers /subject teachers/co-curricular facilitators – arts and sports team on a regular basis;
- Suggests and provides possible resources or strategies that could be used in support of the child, both in class and at home;
- Maintains frequent, genuine and positive communication with parents by sharing information appropriate to the regular programme and extra support provided.
- Maintains learning support record and maintains confidentiality of students report to the people who are not involved with that particular student.

Parent/guardian's roles and responsibilities:

- Parents should provide documentation needed for IB and Cambridge, accommodation on request.
- To accept their responsibilities and exercise their rights while respecting the rights of others.
- To follow IB policies and procedures
- To play an active role in their child's education and be an active participant in student / Teacher meetings.
- To implement appropriate interventions suggested by the learning support.
- To communicate with the school about the child's learning differences.
- The admission depends on the availability of resources and services available to the student in the school.
- Where necessary, parents will be expected to provide extra support for the student in terms of a dedicated classroom helper, technical equipment or educational materials.

They may be required to provide an assurance to the school that the school cannot be held responsible in case of the academic failure of the student in spite of the support provided by the school.

Parents are also required to bring to the notice of the school conditions experienced by the student that are unfavorable in the school or outside school which tend to be detrimental to the successful completion of the course by the student.

Responsibilities of the school

- Before accepting a student with special educational needs as a candidate for the Diploma Programme, coordinators should consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- Careful consideration should be given to a candidate's choice of subjects. Some subjects may pose difficulties for a candidate with special needs. Consultation with IB Cardiff may be appropriate before confirming a candidate's subjects.
- To accommodate a candidate with a special assessment need, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- All requests for special arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from IB Cardiff concerning candidates with special assessment needs will normally be addressed to the coordinator.)
- Before submitting appropriate documentation to IB Cardiff, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements must be made on behalf of a candidate on a request form submitted by the coordinator or the head of school. A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.

Reviewed : November 2024 and annually thereafter

- The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support must not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support, nor does the IB pay for the hiring or purchasing of special equipment.
- If special arrangements are requested, the coordinator must ensure that the candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any special equipment, including a computer and its software, authorized for use in an examination. If support from a scribe, reader, prompter,
- practical assistant/aide or communicator is required, before the examination the candidate must practise with the person acting in this capacity.
- The school is responsible for ensuring that all equipment authorized for a candidate with special assessment needs functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software)

Expectations from the students:

Students admitted under SEN category are expected to fulfill the academic requirements as required by the course with necessary provisions of special/ academic support as agreed upon between the student/ parent and the school.

Students thus admitted have the responsibility of bringing to the notice of the school of any unfavorable condition that may put them at disadvantage in meeting the academic requirement.

School's arrangement for Students with Special Education needs:

TIPS - Special Wing was conceived with an intention to provide a specialized educational environment that will inspire and empower every student with a clear and well-structured educational programme for children experiencing challenges such as Attention Deviation Hyperactivity Disorder (ADHD), Attention Deviation Disorder (ADD), Dyscalculia, and Dyslexia. Students admitted under Special Education Needs category shall be guided and counseled by the coordinator and the special educators meant for the purpose.

- Individualized Educational Programme prepared will include short-term and long-term teaching objectives, learning steps, and activities
- Speech and language program sets goals and works on Receptive and Expressive languages of children with speech issues.
- A **resource room** - a separate, remedial classroom, where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in groups
- Students who may need support will be accommodated in the Special wing and given necessary remedial and support.
- The S E N student in the main stream is an integral part of the class and to be treated equally in terms of academic and emotional intellect.
- Needs of SEN Students will be identified with the help of a checklist by the special educator and they will attend two remedial sessions per week in the SEN room.

Reviewed : November 2024 and annually thereafter

- School shall implement differentiated instructions within the class and modified assessment strategies to suit the requirements of these students.
- The school shall advise the student and parents from time to time about the additional medical or psychological support that the student may have to undergo if in need.
- The medical conditions of the students shall remain confidential to the extent that such students may not be disadvantaged in terms of interpersonal relation with their peers or with their teachers.
- The School recommends children with learning disabilities or behavioral problems to a behavior therapist identified by the school. The school works with the authorized practitioner to support such children.
- Application will be made to Examination Boards for special consideration to be granted to all students assessed as SEN or differently abled and provision will be made to support them in examinations. Students granted special consideration in external exams will be granted the same consideration in internal examinations.
- Extra support is given to SEN students after school hours, to meet their academic requirements by the specialized teachers in various disciplines such as Math, English reading writing, story-retelling, reader's theatre – role play, action, songs to develop their communication skills.
- Under emergency situations, students under SEN category who face severe illness during the Assessment period, may be permitted to take up the examination in an alternative venue or on a rescheduled date, strictly adhering to the guidelines mentioned in the IBDP Assessment procedures.

Limitations:

- While the school recognizes the need for an education that is free from prejudice and unfair/unequal practices, the school shall discourage the admission of any children who are assessed:
 - As having behavioral problems which might threaten another student physically or which might result in the student being uncontrolled in their language or affection to others.
 - As having physical problems so severe that they would need levels of support which would inevitably disrupt the smooth running of the classroom.
 - As having a history of violence.

The Policy as a working document

The TIPS Inclusion Policy is to be considered a working document that is reviewed and revised at least every five years in conjunction with the school's IB self-study review cycle, or more frequently if changes in the school's student population, state or federal laws, or IB course offerings and/or sequencing dictate review and revision.

Communicating the Inclusion Policy to all Stakeholders

The TIPS IB Inclusion Policy is available to all current and prospective students and families as part of the comprehensive TIPS essential documents; this document serves as the "Handbook" for potential and current students. These policies are also communicated to students and parents through admission team, Class teachers, Counsellors, and the Programme Coordinator at the start of each academic year as part of formal orientation.

Reference and Acknowledgement

- New Programme Standards and Practices (2020)
- PYP -Special Educational Needs Policy -International Community School
- The International School of TICINO – 2020- 21
- Indian National Educational Policy (NEP) 2020
- Pedagogical research document on ‘Special Needs In Digital Classroom’
- The International School of Poznań – Inclusion policy
- Inclusion Policy – SPED – SCHOOL
- A Handbook for procedures for Diploma Program: IB Publication
- Meeting student learning diversity in the classroom: IB publication
- Kodai International School, Kodaikanal : Admission Policy
- Navrachna International School: SEN Policy
- TRIO world Academy
- Inclusive Policy, TIPS Coimbatore