

Inclusion Policy

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs for 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.

Mission Statement of the School

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community, and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

Vision of the School

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every Canarian imbibes 'how to learn' rather than 'what to learn'. Canary the school provides a transparent and clear Redressal policy to its stakeholders. With an aim to build a happy community and live by its mission and vision; we are committed to providing the best possible to our students and all our stakeholders.

Aims and Objectives:

The administration and staff are dedicated to ensure that necessary provisions are in place for every student with special educational needs, where the Principal has been informed of those needs and that these needs will be made known to all who are likely to work with them.

The staff in the school are aware of the importance of identifying and providing necessary support for those students who have special educational needs.

The staff will ensure that students with special educational needs join in the activities of the school together with the students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Definition of Special Educational Need:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition: A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age.
- (or)
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Identifying and assessing SEN for students whose first language is not English requires particular care and we will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

The four broad areas for Special Educational Needs and provision are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Inclusion:

All teachers at the school are trained in educating children with Special educational needs. Canary the school adopts a 'Whole school approach' to special educational needs which involves all the staff adhering to a model of good practice.

The staff of the school is committed to identify the needs of such children and provide them a holistic environment.

The school operates an “Equal Opportunities Policy” for all children. This includes both those children with statements of special educational needs and those with less significant problems.

Rights and Responsibilities:

As Canary, we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.

We have a responsibility to:

Community Rights	Community Responsibilities
<p>Inclusive learning environment is available to all students.</p>	<p>School Leadership:</p> <ul style="list-style-type: none"> · School leaders need to establish a clear vision and mission that emphasizes inclusivity and diversity. · School leaders should develop policies that cover areas such as admissions, curriculum design, teaching practices, assessment methods, disciplinary procedures, and student support services. <p>Teachers:</p> <ul style="list-style-type: none"> · Teachers should challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities).

	<p>Students :</p> <ul style="list-style-type: none"> · Actively promote inclusion by ensuring that students with special needs are included in regular classroom activities. · Learn to be aware that body language can also send messages of inclusion or exclusion. · Let go of their own assumptions or prejudices.
<p>Students learn without barriers</p>	<p>School Leadership:</p> <ul style="list-style-type: none"> · School leaders need to allocate resources effectively to support inclusivity. This includes providing necessary materials, technology, and support services to meet the needs of students with diverse backgrounds and abilities. · Promoting inclusive policies to overcome barriers among educators, learning support professionals, parents, students, and all stakeholders. <p>Teachers:</p> <ul style="list-style-type: none"> · Involves and includes parents and legal guardians in learning and teaching in an inclusive way. · Make sure that each student is exposed to teaching and learning that reaches them as individual learners.

Families:

- Families can serve as advocates for their special child, ensuring their needs are met and their rights are protected.
- Actively participating in meetings with educators, therapists, and support service providers, and collaborating with them to create appropriate educational and support plans.

Access to the Curriculum:

The School Curriculum will be made available for all students, where students have special educational needs, a graduated response will be adopted.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for students with special educational needs to match the nature of their individual needs and the special education needs. Teacher and the teaching assistant will keep regular records of the students' special educational needs, the action taken and the outcomes.

There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

Differentiated tasks and learning engagements will be given to the students to meet their individual needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

Assessments consist of:

- A meeting with parents and advice from previous schools.
- Reading and Spelling Age Assessment.
- Grade level assessments.
- Specialized testing Eg: dyslexia screening / additional reading tests
- Observation by specialist teachers.

Where students are not making adequate progress, given their age and starting point, they will initially receive additional support from their teacher.

Adequate progress is progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Where students continue to make inadequate progress, despite in class interventions and support, the special education needs teachers, working with the homeroom teachers will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the child.

Exclusion:

The students with major difficulties and those students who continue to make inadequate progress, despite in-class interventions and support will be excluded from the regular classes during the library and any of one activity hours and the special education needs teacher will be teaching these students. The number of classes will be reduced as the students show improvement.

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help the school ensure that effective provision is put in place and barriers to learning are removed.

The type of support offered that is additional to and different from the normal differentiated curriculum includes:

- In-class support by teacher/teacher assistant.
- Withdrawal for individual/small group work. Home/school reading

- Use of specialist equipment External support

If progress is still not achieved, given this level of support, a decision will be made as to make a referral for an Education, Health and Care Plan. This decision will be taken at a progress review meeting involving the child, parent, special education needs teacher and other professionals as appropriate.

Accommodations and modifications for SEN:

For many students with disabilities—and for many without—the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.

A “Modification” means a change in what is being taught to or expected from the student. Making an assignment easier so the student does the same level of work as other students is an example of a Modification.

An “Accommodation” is a change that helps a student overcome or work around the disability. Allowing a student who has trouble writing, to give his answers orally, is an example of an Accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn’t have to write his answers to show that he knows the information.

Modifications and accommodations are meant to help a child to learn. Using various materials to accommodate the SEN-

- Giving copies of teacher’s lecture notes.
- Using large print books.
- Allowing answers to be given orally or dictated.

Timing accommodation is made in the following way-

- Giving the student extra time to complete assignments or tests.
- Breaking up testing over several days.

Assignments are modified in the following ways-

- Reducing the difficulty of assignments.
- Reducing the reading level.
- Using a student/peer tutor.
- Allowing answers to be given orally or dictated.

- Using a word processor for written work.
- Using sign language for communication.

Excuse from certain projects in following ways-

- Giving them short reading and writing projects.
- Reducing the difficulty of projects.
- Reducing the reading level of the projects.
- Allowing answers to be given orally in place of writing.

Because adapting the content, methodology, and/or delivery of instruction is an essential element in special education and an extremely valuable support for students, it's equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability.

Standard Operating Procedures followed in SEN.

- 1) The Homeroom teachers will be sharing the observations of the students, by filling up the teacher's referral form.
- 2) Nurture classes instructors will be observing those students in the regular classes/ structured setting and in unstructured settings.
- 3) An informal educational assessment (Reading, writing, spelling, comprehension and composition skills are assessed in the informal educational assessments) will be conducted for those students, when the Nurture classes' instructor suspects any learning difficulties after 3 or 4 observations of those students in different settings.
- 4) Depending on the assessment results the students will be categorized into mild, moderate and severe cases.
- 5) IEP / Individualized Educational Plan will be designed for the severe cases only. The documentation of the learning process for the same will be maintained by the SEN classes' instructor and it will be shared with the Homeroom teachers.
- 6) Parents will be called and explained about the difficulties faced by their children by showing the informal educational assessments.
- 7) IEP meetings will be planned with the parent and IEP will be shared with the

parent. Parents' consent is taken to go about with the Nurture classes.

- 8) The students with mild and moderate issues will be helped by sharing the strategies with the homeroom teachers. (Homeroom teachers must work in coordination with the Nurture classes instructor in the regular classrooms).
- 9) For the severe cases the Nurture classes will be taken by the Nurture classes instructor by conducting special classes during the library and activity classes.
- 10) Classroom accommodations and modifications will be given to the students with learning issues.
- 11) As the gaps are being filled up, the number of Nurture classes for the students will be reduced and the child will be mainstreamed.
- 12) Those children who are mainstreamed will be regularly checked by the Nurture classes' instructor for the learning outcomes in the regular classes and will be helped if there are any requirements.

Inclusion and IB Learner Profile ,Approaches to Learning:

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion.

Learner profile helps to gain an understanding into the students characteristics, cultural background, home language and this information helps the teachers to create a culture of empathy, respect and understanding.

Approaches to learning empowers students to take ownership of their learning and allows them to make choices according to the students needs and capabilities. This environment fosters an inclusive environment where students become active, independent learners, who take action and flourish in an inclusive educational environment.

An inclusion learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges

- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others

Canary is an IB school and we employ the learner profile throughout all areas of school life. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst our school community.

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We strive to meet all three of these needs for students while at Canary.

Reflective: We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads to personal growth for the entire school.

Connections to other IB Policies:

Inclusion and Admissions:

During the admissions process, parents will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the 'Canary Admissions Policy'. The School expects families to disclose evaluation reports (educational psychological speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class.

CANARY **Inclusion and Assessment policy:**

The assessment Policy and Inclusion policy are closely linked as we believe in the importance of data in understanding and tailoring students' academic programme. Assessments help the teacher to understand how the students think and learn, identify their needs, guide and adapt instruction, provide feedback, and build students' confidence. Assessment purposes are viewed with an inclusive perspective, ensuring that each student can participate and demonstrate their abilities in the way that accommodates their unique needs.

Inclusion and Academic Integrity:

At Canary, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organizes seminars on related topics (plagiarism, copyrights, etc.). Students with identified learning difficulties will receive individualized checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

Inclusion and Language:

Students wishing to be admitted to all grades take an English assessment before entry. The English assessment is also used to ensure accurate guidance. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the assessment, as required.

References:

- "Authentication Selector." *Sso.ibo.org*, resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en. Accessed 3 June 2023.
- "Title." *Sso.ibo.org*, resources.ibo.org/ib/works/edu_11162-425786?lang=en. Accessed 3 June 2023.
- National Curriculum Framework for School Education 2023.

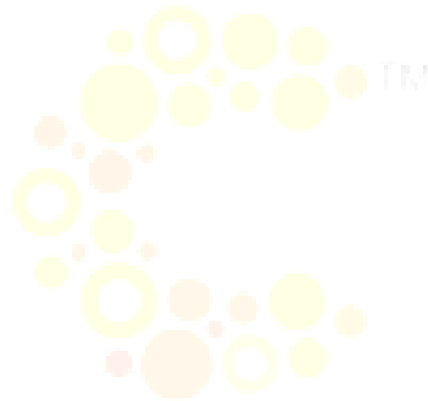
Date of review- 5th June 2023

Review Committee:

- Ms. Swetha Reddy (Chairperson)
- Ms. Lydia Christina (Principal)
- Dr. Emmadi Naveen Kumar (Head of senior school)
- Ms. Salima Dinani (PYP coordinator)
- Ms. Mukta Raturi (Asstyp Coordinator)
- Dr. Savitha (Nurture department-SEN)
- Ms. Mamta Bhagchandani (Nurture department-SEN)
- Ms. Neha Singh (PYP Homeroom Teacher)
- Ms. Sirisha (PYP Homeroom Teacher)
- Ms. Pavani (Senior School - Hindi Expert)

Date of next review : June 2024





CANARY

THE SCHOOL