

TRIVANDRUM INTERNATIONAL SCHOOL

INCLUSIVE EDUCATION POLICY

Introduction and Purpose:

- This document is designed to outline the policy of the Trivandrum International School for students who have special educational needs (SEN). It also sets out the systems and practices, which encourage and enable the integration of students with special educational needs into mainstream education.
- We believe in a fully inclusive environment and strive to make sure students take part in all activities they are physically and mentally capable of. We also recognize that some students may need differentiated studies to fit their learning needs; to meet this purpose TRINS will work with teachers, expertise professionals, support staff and parents to provide an alternate learning experience.
- It also ensures that students with Special Educational Needs (SEN) are able to reach their full potential within a supportive educational environment that prepares them for an independent future life.
- It communicates to all stake holders in the IB community-administrators, teachers, students and parents-the programmatic expectations for creating and maintaining an inclusive educational environment for all learners as required by IBO.
- Outline the various accommodations and support opportunities that are available to children with special needs.

Inclusion:

Inclusion is a simple principle that states children with special needs should take part in regular classes and activities – just like children their age without special needs. Some proponents of inclusion believe it should be based on ability – others believe all children with special needs should experience standard classroom education.

Inclusion involves more than just education for many parents and children with special needs, however. Regular classroom settings and participation in activities may be beneficial for helping children with special needs develop better social skills as well.

It is a knowledgeable approach and positive attitude toward inclusion by understanding the concept and the theory behind it. Inclusion refers to integrating students with disabilities with their peers into a variety of general education and community settings. Inclusion is a social justice issue—all children and youth with disabilities have a right to live, learn, play, and work alongside their typical peers.

Definition of Special Educational Needs(SEN)

SEN is the overall description for any disability, disorder, difficulty, impairment, exceptionality or other additional need that affects a student's access to learning and their educational performance. These students require additional provision beyond that provided in general classrooms in order to achieve greatest benefit from the curriculum. This term is used throughout this document to encompass effective academic progress to all such needs, including students who are gifted and talented.

We address the following individual needs

- Communication and Speech difficulties,
- Autism Spectrum Disorders(ASD)
- Attention Deficit Hyper Activity(ADHD)
- Physical, Sensory &Intellectual challenges
- L D (Learning Disabilities) Some children cannot learn efficiently due to specific breakdown in the learning process, involving listening, thinking, perceiving, memory and expression. Such difficulties are called Specific Learning Disabilities (SLD) or specific learning difficulty. Eg: Dyslexia, Dysgraphia, Dyscalculia)
- Slow Learners (These are children having borderline intelligence are called Slow learners)

Actions aligned to the SEN policy:

These are the actions taken in order to meet the requirements of this policy.

1. Established the school Learning Support Team (LST)
2. Admit students with special needs to age appropriate classes
3. Identified the special needs of students within the school context
4. Parent orientation.
5. Developing, implementing and reviewing Individual Education plans (IEPs)
6. Assessment, progress and evaluation from student's own baseline.
7. Effective Academic modifications, adaptations and exemptions where needed.
8. Using ICT (Information Communication and Technology), resource room equipments to facilitate teaching and learning.
9. Referral to external support services where needed.
10. Ensure that students' progress through age appropriate classes.
11. Conducted staff development workshops, awareness classes/workshops on inclusive classroom practices and special educational topics.

Overview of Inclusive Education Department:

Children with Special Needs should be included into mainstream schools to maximize their learning experiences. Article 24 of the UN Convention on the rights of Persons with Disabilities (UNCRPD) provides not only those children with disabilities should not be discriminated against but also they should be able to participate in the general education system. In India, Right to Education Act, 2009 became the milestone as it amended as a fundamental right to education for children up to the age of 14 years. All children with special needs (SEN) have the right to a fair and equitable education.

Students with Special needs are provided access to the curriculum in the least restrictive environment. TRINS supports the IBO Philosophy that all candidates should be allowed to demonstrate their ability under assessment condition that are fair as possible. International Baccalaureate curriculum, which encourages students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.

The faculty at TRINS is committed to include children with special needs. Any faculty member can refer a student for assessment and evaluation, done only with parental permission. An individual Education Plan (IEP) is developed for each student found eligible for services. All students experiencing academic or behavior difficulties may not have a disability or require special education to meet their individual educational needs. In many cases, modifications regular education program will address a student's particular needs without resorting to evaluations or special education services.

Identification of Special Educational Needs

Students who fail to learn and progress within these arrangements and students whose overall attainment in particular areas of the curriculum fall significantly outside the expected range may have special educational needs.

Students can be identified as having special educational needs through:

- Clinical Assessments
- Functional Assessment tools, standardized checklists by SEN coordinator.
- Assessment tools including results from summative assessments.

We follow a need based approach that responds to the severity or complexity of the needs of individual students. It is based on need and is decided by the Special Educational Needs Coordinator (SENCo) and teacher/s, in consultation with parents and other professionals as required.

Individual Educational Plan (IEP)

An IEP is a planning, teaching and reviewing tool that underpins the process of planning intervention of the individual student. The Individual Education Plan sets out 'SMART' targets/goals and highlights action needed to help to progress from the most recent assessment.

The student of concern and the parent are also invited to participate in the IEP meeting.

The IEP includes the following information:

- details about the student's areas of strength and need

- assessment data and summary of results
- three or four short term SMART (specific, measurable, • achievable, relevant, time-bound) goals set for the student
- teaching strategies and resources(TLMs) to be used
- assessment criteria and planned outcomes/objectives in reference to review
- provision and support to be in place
- Review date.

The IEP will only record that which is additional to, or different from, the differentiated curriculum. The IEP will be regularly reviewed on a termly basis. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the SEN teacher or support teacher. They are to be seen as working documents that are jargon free and comprehensible to staff and parents. Students are fully involved in the setting of new targets and are provided with an adapted and appropriate version of the IEP.

Any student has an IEP (Individualized Education Plan) or ALP (Advanced Learning Plan) is automatically eligible to apply for special arrangements with the IBO to assist the candidate during their preparation of work for assessment and in their written examinations.

Accommodations and Modifications of Students with Special Educational Needs:

Students with special educational needs should be able to access the curriculum and the school learning environment. To achieve this, some students will need accommodations or curriculum modification by adaptation or parallel curriculum.

Special exam arrangements may include as per IBO:

- Additional time
- Rest periods
- Readers
- Communicators

- Prompters
- Modifications to examination papers or assignments
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Other arrangement as recommend by committee recommendation and approved by IB

Special Needs Policy Review

This policy is evaluated every year by the IB Coordinator, PYP Coordinator, SEN Coordinator, and school Principal. The next review period is scheduled for July 2018.

References:

1. IBO Handbook of Procedures for the Dipolma Programme(2012)
2. Programme standards and Practices(2005)
3. Candidates with Special Assessment Needs (2009)
4. The Diploma Program: From Principles to Practice (2009)
5. The Diploma Program: A Basis for Practice (2009)
6. IB Online Curriculum Center online publications and resources.
7. Special Educational Needs Policy, Vanguard High School, Marion County Public Schools, May 2014.
8. Language Policy, Vanguard High School, Marion County Public Schools, May 2014.
9. Abu Dhabi Education Council Special Education Policy 2012
10. Assessment Policy, Vanguard High School, Marion County Public Schools, May 2014.
11. Special Needs Policy of South Fork High School in Martin County, Florida.
12. Special Education Needs Policy of Dallas International School, Dallas, Texas.