TRIVANDRUM INTERNATIONAL SCHOOL

INCLUSIVE EDUCATION POLICY 2022

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To be reviewed again in July 2023

Vision

Empower young learners to become the next generation of global leaders with lifelong passion for learning and caring.

Mission

- We envision our students as open minded, lifelong learners who strive to make their worlds better
- We envision our teachers as catalysts of student success, as well as their own
- We envision our schools as dynamic and inspirational environments in which to learn, teach and grow
- We envision our schools making a positive and sustainable impact on their communities

Inclusive Education Policy - 2022

"Individualized Learning Support designed for holistic intervention based on their clinical diagnosis"

Introduction

This document is designed to outline the policy of the Trivandrum International School for implementing Inclusive education. It also sets out the systems and practices that aim to increase access and engagement in learning for all students with Special Educational Needs(SEN) by identifying and removing barriers.The faculty at TRINS is committed to including children with special needs and disabilities in all teaching-learning practices.

We believe a fully inclusive environment with reasonable accommodation of individual requirements will maximize students' academic and social development. Where the student can take part in all activities they are capable of irrespective of their disability on an equal basis with other students. We also recognize that some students may need differentiated instructions and individualized support measures to facilitate their educational needs. This enables students of all ability levels to be taught as equals, and teachers to adjust and adapt their curriculum and teaching methodologies for all students to benefit.

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 to participate effectively in society. Students with Special needs and disabilities are provided access to the IB PYP, Middle School(Cambridge curriculum), ICSE, IGCSE/AS-A Levels, and IBDP curricula in the least restrictive environment. Our aim is to create and maintain an inclusive educational environment through our SEN program and curriculum design. It outlines the various access arrangements and support opportunities that are available to children with special needs and disabilities.

Overview of Special Educational Needs and Disabilities (SEND) Department

TRINS supports the philosophy that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. We follow a need-based approach that responds to the severity or complexity of the needs of individual students. Admission to the SEN department can happen through two approaches; direct admission or referral by educators with relevant data. An educator can refer a student for assessment and evaluation.

Inclusive Education

Inclusive education is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. For the development of academic & communication skills and better social interaction of a child with special needs, inclusion is the need of the education system.

It stands for the improvement of schools in all dimensions to address the educational needs of all children. Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) states that persons with disabilities are not excluded from the general education system on the basis of disability and that children with disabilities are not excluded from free and compulsory primary education or from secondary education, on the basis of disability. In India, the Right to Education Act, of 2009 became a milestone, as it amended the right to education of all children in the age group of six to fourteen years as a fundamental right. The National Education Policy 2020 places a great deal of emphasis on inclusive practices in Indian schools.

Special Educational Needs (SEN)

A child has special educational needs if he/she has a learning difficulty or disability that makes it more difficult for them to learn than most children of their age. They may have difficulties with social skills, academics, speech, communication, behavioral domains, sensory, etc. These students require additional provisions beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum and holistic development considering their difficulties.

We address the following individual needs:

- Autism Spectrum Disorders (ASD)
- Communication and Speech difficulties
- Social Communication Disorders (SCD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Physical, Sensory & Intellectual impairments
- Global Developmental Delay (GDD) and Syndromes
- Specific Learning Disabilities (SLD) (Eg: Dyslexia, Dysgraphia, and Dyscalculia)
- Slow Learners
- Cerebral Palsy

Actions aligned to the Inclusive Education Policy

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

1. Setting up the school Learning Support Team
2. Admitting Students with Special Educational Needs and Disabilities to age-appropriate classes
3. Identifying the Special Needs and Disabilities of students
4. Parent Orientation/ Counselling.
5. Classroom sensitization among students to improve peer group interaction & support.
6. Developing, implementing, and reviewing,Individualised Early Intervention(IEIP) plan,Individualised Education Plans (IEPs)/ Individualized Learning Plans (ILP)

7. Assessment, progress, and evaluation from the student's own baseline.
8. Effective Academic modifications, adaptations, and exemptions in school and from the concerned board.
9. Using ICT (Information and Communication and Technology) and resource room inventories to facilitate teaching and learning.
10. Referral to external support services where needed.
11. Ensure that students progress through age-appropriate classes.
12. Conduct training and workshops for staff development, orientation, and sensitization programs on inclusive classroom practices and special educational needs.

Students can be identified as having special educational needs through:

- Clinical Assessments
- Functional Assessment tools, standardized checklists, summative/formative assessments
- The Individualized Education Plan (IEP) or Individualized Learning Plan (ILP) is made for a period of one year either at the beginning of the year (if the student is moving from one grade to the next) or as and when a new admission is confirmed during the year. This plan is subject to changes as a result of parent feedback or teacher feedback.
- The Individualised Education Plan (IEP) or Individualised Learning Plan (ILP) is a document that is prepared for a student with special needs with individualized goals in different areas. The goals should be SMART- Specific, Measurable, Achievable, Realistic, and Time-Bound.

Access Arrangements for Students with Special Educational Needs and Disabilities:

The inclusive access arrangements offered to a student must be planned at the beginning of the course of study or very early on and must be integrated as the standard method of accessing classwork and exams. Students with special educational needs and disabilities should be able to access the curriculum and the school learning environment. To achieve this, some students may need accommodations or curriculum modification. Any student who has an IEP (Individualized Education Plan) or ILP (Individualized Learning Plan) is eligible to apply for special arrangements with various boards that assist the candidate during their preparation of work for assessment and in their written examinations. The goal of inclusive access arrangements is to eliminate or minimise, to the greatest extent feasible, any disadvantage that might result from the student's need for learning help. It must never, under any circumstances, benefit the learner. (Access & Inclusion Policy, IBO).

<u>A few Access arrangements, Modifications, and Relaxation given as per the different boards are</u>

- Additional time
- Rest periods
- Readers
- Communicators
- Prompters
- Scribe
- Word Processor
- Reading and Speech recognition software
- Modifications to examination papers or assignments
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Exemption of specific subjects including the second language

The procedures for applying the access arrangements to the different boards are outlined on the website of the respective boards to which Trivandrum International School refers. The procedures may be changed/updated by the board from time to time.

Special Needs Policy Review

This policy is evaluated every year by the IB, DP, and PYP Coordinators, S.E.N Head, and school Principal. The next review period is scheduled for July 2023.

References:

- IBO Handbook of Procedures for the Diploma Programme(2012)
- Candidates with Special Assessment Needs (2009)
- The Diploma Program: From Principles to Practice (2009)
- The Diploma Program: A Basis for Practice (2009)
- IB Online Curriculum Centre online publications and resources.
- Special Educational Needs Policy, Vanguard High School, Marion County Public Schools, May 2014.
- Language Policy, Vanguard High School, Marion County Public Schools, May 2014.
- Abu Dhabi Education Council Special Education Policy 2012
- Assessment Policy,Vanguard High School, Marion County Public Schools, May 2014.
- Special Education Needs Policy of Dallas International School, Dallas, Texas.
- https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons - with-disabilities/article-24-education.html.
- https://dsel.education.gov.in/rte
- Access and Inclusion Policy, International Baccalaureate Organization (2022)

- https://www.cambridgeinternational.org/search/gcsearch.aspx?q=access%20arrangem ents
- https://www.cambridgeinternational.org/Images/642194-cambridge-handbook-2022.p df

Reviewed by:

SEN Dept, Date:27.08.2022

Appendix:

For IB DP only:
Deadline for submission of request for inclusive access arrangements:

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session

Evidence required (supporting documentation)

- To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

• A psychological/psycho-educational/medical report or evidence from a language test for additional language learners

Educational evidence from the school.

- A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
- The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All supporting documentation must:
- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator's request for access arrangements

- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.
- Furthermore, all psychological/psycho-educational reports must:
  - ➢ state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
  - ➢ report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles.
- All language test reports for additional language learners must:
  - ➢ state the standardized language test used
  - ➢ state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of the Access and Inclusion Policy .This is available on www.ibo.org.

For IGCSE only:

Access Arrangements:

Access arrangements are pre-exam arrangements that allow candidates to access the assessment and remove unnecessary barriers, without changing the demands of the assessment. Candidates may face barriers to exams if they have:

• a permanent or long-term disability, illness or learning difficulty

• a temporary disability or illness.

(Refer:https://www.cambridgeinternational.org/Images/642194-cambridge-handbook-2022.pdf)

For CISCE only:

Special Difficulties of Candidates:

The Council is prepared to give special consideration and make necessary arrangements in respect of candidates who are handicapped in any way, which might affect their performance in the ICSE (X) / ISC (XII) Examination.(Refer:https://cisce.org/Concessions.aspx)

Special Arrangements

Depending on the nature and degree of the Special Difficulty the Council is prepared to make special arrangements, subject to the Convener concerned being convinced of the need and being able to provide the necessary facilities, and if the candidate accepts the responsibility for any additional expenses which may be incurred.