

Inclusion Policy

*'Inclusion is an **ongoing process** that aims to increase **access and engagement** in learning for all students by **identifying and removing barriers**' - Learning Diversity in the International Baccalaureate*

(Source - presentation by Jayne Pletser, Curriculum manager for inclusive education during IB Conference of the Americas 2014, Washington, DC during 10th-13th July 2014)

The purpose of this policy is to provide information and guidance on the provisions provided by the school in addressing any form of learning disability for a child. The guiding principles of the school on which the policy is based upon are as follows:

- Equity and belongingness for each SEN/SEND child through promotion of diversity and inclusivity
- Overall development of a child by providing support to cope with emotional, behavioural and psychological needs
- Individual differences as opportunities for enriched learning (and not as problems to be fixed)
- Diversity provides a positive regard to a nation's mindfulness and intercultural awareness

According to the **SEND code of practice** (2014):

A child or young person has SEN (*Special Educational Needs*) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (*clause XIII, page 15 of SEND code of practice document published in January 2015*)

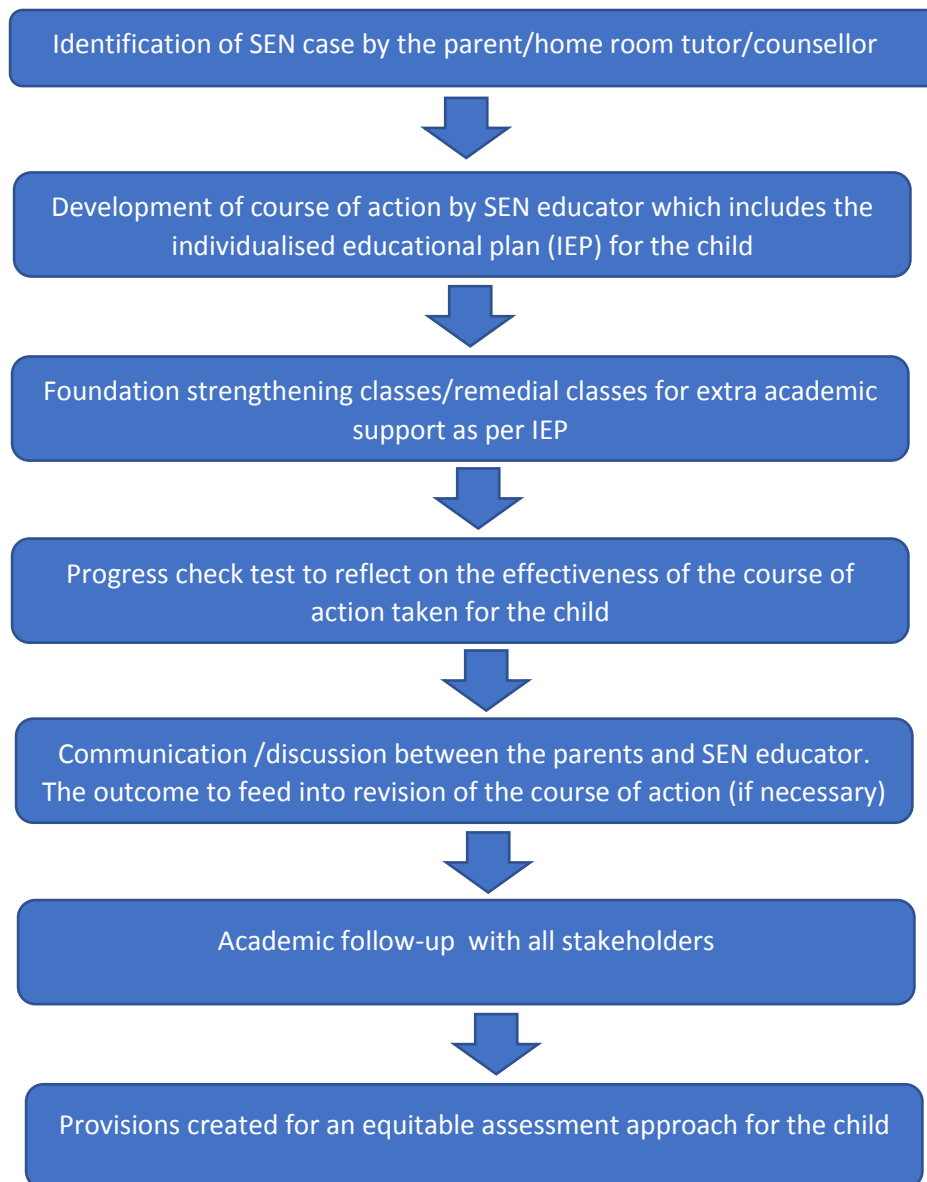
The policy is derived from the general Inclusion policy of Suncity School which applies to children of all grades. It aims to sensitize all stakeholders about the special educational needs of DP children and guide their parents towards evaluation from authorized/registered practitioner. It outlines approach which leads to achieving the following objectives:

- To provide modified instructions appropriate to individual needs and abilities
- To suggest parents on appropriate therapy centres required by the special needs children
- To provide support to the entire teaching department by sharing guidelines and strategies with regard to SEN
- To provide inclusive access arrangement(s) in sync with the provisions enshrined in 'Access and inclusion policy' document of IB

Learning support at Suncity School

Once a DP child has been identified as one with special educational needs, an individualized educational plan (IEP) is developed by the SEN educator as per the diagnosis report. This includes specific classroom instructional strategies for teachers. The conduct of the child is closely monitored and the progress report is shared with the parents periodically. As per the individualized need of a child, there is provision of a one-to-one session with the SEN educator/clinical psychologist.

The learning support process for DP students is depicted as follows:



Roles and responsibilities of the stakeholders:

- Home Room Tutor

The home room tutor along with the SEN educator/School counsellor for mental health are responsible for identifying any case of SEN through regular interaction with subject teachers on performance and participation related matters for every child. Once the case has been identified, the home room tutor is expected to get the SEN educator involved in the diagnosis of the child, supervise the implementation of strategy thus developed by the SEN educator and monitor the progress made by the SEN child. The home room tutor plays the role of a liaison

between the SEN educator and other stakeholders particularly with the parents and the teachers.

- SEN Educator

SEN educator is responsible for doing an in-depth diagnosis of a child and develop a subsequent individualized educational plan (IEP), in consultation with the concerned subject teachers, which includes all kinds of learning support for the child and confirm the equitable assessment approaches suited for the child. SEN educator holds regular meetings with the concerned subject teachers and with parents on a regular basis (either weekly or fortnightly, depending upon the case) to gauge the overall improvement made by the child and make necessary changes in the strategy, if required.

- The School

The school's management shall extend all the required support to the SEN educator and subject teachers right from the development of individualized education plan (IEP) to the implementation and subsequent monitoring of the progress made by the SEN child.

- The Parents

Parents are expected to share any form of information with the SEN educator and home room tutor that can aid in correct and timely diagnosis of the child. They are also expected to cooperate with the SEN educator and subject teachers to ensure that the objectives of IEP for the child are met.

Inclusive access arrangements (as per equitable assessment approach)

According to one of the principles of IB, assessment is a part of both teaching and learning. Hence, the scope of inclusive access arrangements extent beyond summative assessment (internal and external) to all classroom instructions, day to day assignments, class tests and formative assessments as well. The basic purpose of inclusive access arrangements is to remove/reduce any disadvantage that may occur due to a child's learning support requirements. These arrangements for a child are as per the eligibility criteria enshrined in the 'Access and inclusion policy' document of IB and are strictly based on the current individual requirements of a child as judged by the SEN educator/subject teacher.

The request for inclusive access arrangements is put up by the IBDP Coordinator and needs to be approved/authorized by IB. The supporting documents include a psychological/psycho-educational/medical report or evidence from a language test for **additional language learners** (candidates who's medium of instruction and assessment is not their first or best language) and educational evidence from the school.

Following is the list of inclusive access arrangements (as per IB's 'Access and inclusion policy' document) and for which authorization from IB is required:

	Arrangement(s)	Type of challenge(s)
Access to modification in the presentation of the examination	Changes to print on examination papers, Printing on coloured papers, Access to electronic (PDF) examination, Modified papers,	Children with visual challenges
Access to additional time	10% additional time for candidates with mild challenges, 25% additional time for	Children with reading and writing challenges

	<p>candidates with moderate challenges, 50% additional time for candidates with severe challenges. (The amount of additional time is dependent on the severity of the challenge, which is judged by the standard score – for details, refer to the IB’s Access and Inclusion policy document)</p>	
Access to writing	<p>Graphic organizers (paper-based or electronic), Scribe, Word processor (with and without spell checker), Speech recognition software, Transcriptions</p>	<p>Children with specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges</p>
Access to reading	<p>Reader (Reading software, Examination (reading) pen)</p>	<p>Children with learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.</p>
Access to speech and communication	<p>Sign language interpreter, Augmentative communicative device,</p>	<p>Children with hearing and speech challenges</p>
Access to practical assistance	<p>Access to a practical assistant (for tasks that require physical manipulation or movement)</p>	<p>Children with a physical, sensory or medical challenge</p>
Access to calculators	<p>A four-function calculator</p>	<p>Children with lack of mathematical fluency (with a standard score of 90 or less)</p>
Access to extension to deadlines	<p>Extension of submission of deadline (through a tier approach based on the severity of the challenge)</p>	<p>Children with medical or psychological challenge which have prevented them from completing work in time)</p>
Access to deferral of external assessment	<p>Deferral of one or more subjects to the next or future examination session</p>	<p>Children with learning, medical or psychological challenge which has greatly affected their studies during the programme</p>
Additional opportunities to retake exams	<p>A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification</p>	<p>Children with learning support requirements</p>
Access for additional language learners	<p>Extra time (25% for written examinations), Extra time (25% for oral examinations), Reader/reading software, Word processor with spellchecker</p>	<p>Children whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is</p>

		deemed linguistically competent.
Access to producing written responses (for language acquisition listening comprehension examinations)	Additional time, scribe, reader and reading pen	Children with medical, physical or sensory condition due to which they have difficulty in reading
Access to listening (for language acquisition listening comprehension examinations)	Additional time, Lip reading,	Children with a hearing condition or auditory processing disorder

NB: Conditions that are not covered in the standard list of inclusive access arrangements (as shown above), come under 'reasonable adjustments', which is unique to a child based upon his requirements and for which an approval from IB is required.

In addition to the inclusion of children with learning difficulty or disability, Suncity School also has a course of action to include the Talented and Gifted Children through its **Talented and Gifted Children's policy** (hereinafter '*TAG Policy*').

The TAG policy is shaped by the following principles:

- All learners have the right to equitable access to educational programme which meet their specific learning needs and abilities.
- The education of gifted children must be informed by research-based practice and ongoing evaluation and improvement.
- The learning environment should provide educational pathways and appropriately challenging enrichment, extension, and acceleration experience.

Implementation

Identifying gifted and talented learners – TAG (Talented and Gifted)

- Identification of gifted and talented learners should occur as early as possible. Some children's giftedness may emerge at a later period therefore identification processes need to be repeated at regular intervals.
- The identification process needs to be reliable and defensible.
- It must be congruent with current research and policies.
- Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with children of their age, experience or environment can be termed TAG.
- Talent includes all areas of a child's life academic, artistic, athletic, and social. It is imperative that the talent be realized, and a level of performance be achieved.
- The use of comprehensive criteria and a balance between objective and subjective assessment will ensure inclusive screening.
- Gifted children have the best opportunity to realize their potential if Parents/ Guardians, educators work together.

Checklist for gifted and talented students

- High level of ability confirmed by standardized test scores on group or individual ability tests
- Superior powers of reasoning and problem solving
- Ability to process information easily
- Learns quickly, has quick recall of factual information
- Outstanding keen and critical powers of observation
- Inventive in response (verbal or otherwise) to open ended questions or activities
- Superior language development and extensive vocabulary
- Creative, vivid imagination, flair, or distinctive style
- Think abstractly and with great complexity

Gifted students usually have unusual talent in one or more areas. The areas are:

- Creative thinking
- General intellectual ability
- Specific academic ability
- Leadership
- Psychometric
- Visual/ performing arts

They may also demonstrate these associated personality characteristics:

- Often perfectionist and idealistic
- Good sense of humour
- Wide range of interests
- High level of motivation
- Mature for age and socially aware
- Emotionally stable and confident
- Orally knowledgeable, insistent talker
- Challenged by creative tasks

Curriculum differentiation – Line of action

A curriculum differentiated is necessary for gifted and talented learners whose potential is unlikely to develop without special educational provisions.

Key elements in differentiating the curriculum include:

1. PACE- Gifted children will generally understand new concept easily with fewer repetitions. They will need to progress then the curriculum at an accelerated pace to ensure their learning is continuous and they are not bored or frustrated.
2. LEVEL – Gifted children generally understand concepts, abstractions, and ideas beyond what would normally be expected at their age level. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

3. SCREENING

- Observation of children's performance and early developmental history and play interests
- Provision of advice to parents on the availability of services including those available through school and health system
- Parent, peer and/or professional nomination
- Checklist of traits and characteristic
- Cumulative school history and anecdotal evidence
- Tests designed for higher levels of education
- Benchmarking against peers

4. GROUPING- Gifted children will benefit from flexible grouping strategies where they can work individually or with other gifted peers.

5. ASSESSMENT- Assessment is an important, ongoing diagnostic tool for matching instruction to learner needs. Pre assessment enables education to determine what children/ students already know, so that a more challenging learning program can be provided.

Pathways for gifted and talented learners

Appropriate placement and curriculum will influence a gifted and talented learner's motivation, engagement, and social and emotional wellbeing. Most gifted and talented learners will be taught in mainstream classes using a differentiated curriculum. Provisions for gifted children need to include opportunities, enrichment, extension, and acceleration within and beyond the classroom.

ENRICHMENT, EXTENSION & ACCELERATION – Implementation of the programme in Suncity.

1. Cluster grouping of like-minded peers
 - Group discussion
 - Co-curricular programme
 - Stress on Multiple intelligence
2. Differentiated assignments- CRAB (Challenging, recapitulation, advanced, basic). Making question paper
3. Added facilities for research- ASK to ASK U and beyond the text (subject weeks conducted each month), Project based learning- PBL, Research given for special subject weeks and innovative children awarded.
4. Peer teaching

Examples of Extension are:

- Differentiated curriculum- CRAB
- Compacted curriculum to allow more research to pursue studies at a greater breadth and depth.
- Teaching tools which encourage the development of creative, critical, and caring higher order thinking skills such as in Bloom's taxonomy, creative problem solving.

ENRICHMENT

Programs include:

- Clubs such as chess, debating
- Participation in Olympiads, external competitions
- Leadership opportunities- class monitors, house captain, school captain
- Participation to encompass maximum aspects of Multiple intelligence – MI Lab

ACCELERATION

Programme includes

- Higher order thinking problems- specially framed question papers and assignments
- Complex approaches to a simple problem- critical thinking through case studies
- Reduction of time and enhancement of complexity – Critical thinking enhancement and decision making by applying to real life situation based on ASK, the Suncity methodology.

CONCLUSION

A student's giftedness is not always apparent in regular curriculum and may not be demonstrated in appropriate ways. It is possible the parents, teachers, community peers are not equipped to identify such TAG children. There could be bias, prejudice or inadequate insight into the child's ability hence it is imperative that a wholesome and objective study be made for identification of a TAG student and thereafter the execution of the programme.

References:

- 'Access and inclusion policy' document by IB (Published November 2018 and last updated August 2021)
- Special educational needs and disability code of practice: 0 to 25 years
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Important: The Inclusion Policy will be reviewed at an interval of two years by the IBDP Coordinator along with SEN educator and members of the Pedagogical Leadership Team

Revised on 6th August 2022 (IBDP Coordinator, SEN educator and members of the Pedagogical Leadership Team of Suncity International Academia)