



**SEEDLING**  
**INTERNATIONAL ACADEMY**  
ACROSS EDUCATIONAL HORIZONS

## **INCLUSIVE EDUCATION POLICY**

**Revised**

**March 2019**



**“If I can’t learn the way you teach,  
Will you teach me the way I can learn?”**

Seedling International Academy, being an IB World School, encourages all stakeholders to hold the IB Learner Profile as a compass to direct their academic and extra-curricular activities.

SIA provides an environment in which all children are valued and respected equally, regardless of ability, culture, gender, individual needs or cognitive development. Inspired by the IB learner profile, we intend to do this within a friendly, welcoming, healthy, protective and gender sensitive environment, with the intention of identifying and breaking down possible barriers to learning so that our students experience success.

To fulfill this aim, we endeavour to identify the individual needs of pupils as early as possible and make appropriate provisions for all children with Inclusion needs in partnership with parents and other agencies.

The School Inclusion Policy reflects the interests and views of the whole school community. At SIA, the Inclusion policy works within the framework of its vision and mission statements.

It recognizes and appreciates individual needs and promotes mutual respect for all. It is flexible and evolves with the changing needs of the school population.

The policy reflects the practice and principles of the curriculum followed at all levels. We believe that inclusion is about responding positively to each individual’s unique needs and less about marginalizing students because of their differences.

### **OUR PHILOSOPHY**

Seedling International Academy believes that all students have the right to an education that is adapted to meet academic and personal challenges, while providing opportunities for students to utilize their abilities, strengths and potential. All teachers are inclusion teachers who embody the learner profile attributes that they wish to inculcate in their students.

### **DEFINITION OF INCLUSION**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion at SIA is facilitated in a culture of collaboration, mutual respect, support and problem- solving

involving the whole school community. It includes but is not limited to:

- \*Learning difficulties
- \*Emotional and behavioural difficulties
- \*Medical conditions
- \*Speech difficulties
- \*Visual / Aural impairments
- \*Gifted and talented students
- \*Inclusion is the Learner Profile in action, an outcome of dynamic learning communities.

### **LEARNING SUPPORT**

Learning support at SIA includes the provision of accommodations, modifications and various supports to enable students to reach their highest potential. Learning support enables students to succeed academically, socially and emotionally.

Seedling International Academy employs teachers across the school to provide learning support to students through a special program. The focus of the programme is to support all students and assist with the educational planning and monitoring of the student's progress. Teachers are sensitized to best support all students by offering differentiated lessons, altering resources and taking account of different learning styles while planning their assessments. Student schedule may require modification to reduce stress and promote success.

### **AIMS OF THE POLICY**

SIA recognizes that diversity of all kinds amongst students can be a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning.

Diversity provides a positive resource with regard to international mindedness and intercultural awareness.

#### **The Inclusion Policy aims are:**

- \*To provide parents clear expectations of what SIA can and cannot do to support students with learning difficulties.
- \*To ensure all students have full access to our defined infrastructure and make appropriate adjustments to suit the individual needs of a child.
- \*To provide appropriate differentiated opportunities at the level of development of each child in a broad and balanced curriculum to challenge and support learning .
- \*To encourage children's self discipline and a sense of responsibility towards their own learning and behaviour.

- \*To raise and maintain children's self esteem, ensuring they feel valued within the school environment.
- \*To nurture the innate curiosity of children, their sensitivity, creativity and sense of fun.
- \*To give each child an opportunity to develop intellectually, physically, socially and emotionally.
- \*To promote close and supportive links between the home, school, agencies and wider community.
- \*To positively encourage good manners, kindness and respect towards others and create an environment where diversity is appreciated.
- \*To promote the full inclusion of children into the academic and social life of the school and ensure they have the opportunities to maximise their potential.

### **OBJECTIVES OF INCLUSION**

- \*To provide modified instructions appropriate to individual needs and ability.
- \*To provide alternative learning assessment materials.
- \*To involve parents/guardians/ home tutor in a joint home-school learning approach in order to maximize learning outcomes.
- \*To suggest to parents/ guardians appropriate centres for therapies based on individual needs.
- \*To work towards the overall development of the child.
- \*To provide skills necessary to all children in class to accept and respect differences.
- \*To provide support to the entire teaching and support staff by sharing information, guidelines, targets and strategies in regards to Inclusion.
- \*To encourage a shared responsibility to support the Inclusion Policy.
- \*In order to keep its staff and faculty upgraded, the school will continue to send teachers for various training programmes.
- \*To co-ordinate timetables, when possible, so that children attending learning support are not excluded from participating in other curricular areas.
- \*To promote continuity of approach through step-by-step attention to individual needs, to monitor, assess and record the child's progress continually and systematically.

### **ADMISSION CRITERIA**

The admission arrangements for the majority of pupils with inclusion are consistent with the school's Admission Policy for all other pupils. The school aims to avoid discrimination and will strive to make reasonable adjustments when required.

The school Director, Principal and Coordinator will assist parents in determining the

best support strategies for the student, taking into account the student's specific additional learning and support needs, and parent's input on the matter. The student's profile will then be established on school database and made available to all teachers of that student.

Any concerns of parents regarding the child medical History need to be well supported by medical certificates and reports given by a certified medical practitioner. This information is processed by the admission department and forwarded to the coordinator for follow-up action.

Such cases are discussed to ensure that student needs are addressed with reference to classroom setting, Examination setting, co-curricular activities, Laboratory setting and other experiences such as CAS.

### **IDENTIFICATION PROCEDURE**

Identification of a student with a learning need can occur at any age or stage of development. Inclusion may become apparent as a student progresses through the school. When a classroom teacher suspects that a student may need additional support, the procedure for referral is as follows:

1. Class teacher is to observe the student in various settings and while working on various tasks. Assessments and work of the students, as well as "average" work for the class to compare need to be collected. Teacher is to document any strategies that have been tried and whether or not they have been successful. The teacher is to fill in a student referral form.
2. Teacher is to send the form and accompanying documents to the Principal and a copy of the form to the Coordinator who refers the case to the Special Educator.
3. The Principal then requests the Special Educator and the concerned teacher to do assessments and/or observations.
4. Once assessments and/or observations have been conducted, and all information is compiled, the Special Educator teachers will then convey to the Principal and Coordinator of the problem and any teaching interventions or support which may be needed. The parents will be informed and may be asked to go in for certain diagnostic tests, if required. Failure of the parent to provide support by going for tests or providing proper documentation may lead the school to request the parent to withdraw the child.

5. All teachers are informed of the learning difficulty identified and the intervention required from all.

### **THE MAIN PROVISIONS:**

- \*Regular education in mainstream classes with additional help and support from the class teachers / subject teachers.
- \*Referral to the school psychological counselling service for students.
- \*Providing arrangements as prescribed by the authorized registered testing and evaluating organizations / agencies in their diagnostic reports.
- \*ESL Support will be provided.
- \*The provision of a shadow teacher may be considered, provided the parents are ready to bear the cost.

### **STRATEGIES**

Various games, exercises like Brain Gym, Yoga and special breathing techniques may be used by specialists to enhance concentration. A range of teaching strategies and tools are employed depending on the nature and extent of the difficulty. Various resources like Audio-Visual materials, Computer software, Internet and Audio recording of text are made available and there is provision of taking photographs, voice and video recording for the close monitoring of the child's progress. If students are identified with ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder) then they are given the facility to have a work space that keeps them free from any sort of distraction. One-to-one assistance is given wherever needed to keep the focus on activities at hand. Differentiation is used to scaffold learning.

### **ROLE OF TEACHERS AND STAFF MEMBERS:**

Through the orientation programme at the beginning of every academic year, teachers are made aware of the facilities which are available for the students with special needs. They are also provided instructions about the accommodations which are to be provided to the identified students.

Class teachers and subject teachers are responsible for identifying students facing learning difficulties through their daily observation in class. The four principles of good practice identified by the IB as promoting equal access to the curriculum for all learners: affirming identity and building self esteem, valuing prior knowledge, scaffolding and extending learning provide the basis for successful implementation of inclusion.

Teachers and support staff respond to student needs by:

- \*Providing support for students who require support with communication, language and literacy
- \*Providing an inclusive environment which is warm, friendly and welcoming, healthy and sheltering
- \*Planning for student's full participation in learning and all kinds of physical and practical activities.
- \*Assisting students to manage their emotions and behaviour effectively and safely.

### **EDUCATING STUDENTS ABOUT INCLUSION AT SIA AND ROLE OF STUDENTS**

The peers of identified students are sensitised about 'inclusion' through discussions and counselling sessions. They are made aware of the diversity that exists in the society and they are also encouraged to contribute in their own ways by including the students in the school activities.

The students with special needs are educated and made aware of their limitations but at the same time they are encouraged to harness their strengths so that they do not feel left out.

### **EDUCATING PARENTS ABOUT INCLUSION AT SIA AND ROLE OF PARENTS**

Parents are made aware of the support available within the school for pupils with special educational needs through meetings at the time of admission and through the orientation programme at the beginning of each academic year.

Parental consent is valued the most for student's reference. After the feed-back session with the special educator, parents are required to follow up and provide necessary support to the child at home by providing a congenial learning environment for developing skills in language and numeracy.

### **LIMITATIONS OF SIA**

**SIA cannot meet the needs of students with severe difficulties such as:**

- \*Where a student requires intensive remediation- requiring specialized programmes and / or materials (students requiring individual educational learning plans).
- \*Where a student requires intensive physical therapies which demand additional resources and specific facilities for their safety.
- \*SIA does not have any special or remedial educator for the delivery of the diploma programme since it is not a special education school. The school can provide the necessary support only with the assistance of parents and out of school remedial educators.

The hope is that in the future as the school continues to grow, we shall continue to

move in the direction of increasing access and engagement through the removal of barriers to learning.

### **ASSESSMENT OF STUDENTS WITH LEARNING SUPPORT NEEDS**

- \*Continuous assessment allows for self-reflection and peer review, which enhances and supports all learners in becoming self reliant and pursuing their own learning confidently.
- \*Assessments prepared are diverse and relevant, allowing for differentiation. The purposes and outcomes of the assessment are clarified to all.
- \*Where standard assessment conditions are likely to put such students at a disadvantage, special arrangements are authorized.

### **EXAMINATION**

In the examination settings, the following can be accommodated depending on the request by the student's doctor and decision by the School Principal and Coordinator.

- \*Provision of extra time in the examination
- \* Provision of an extra room and invigilator
- \*Provision of large print of the exam paper
- \*Provision of coloured print of the exam paper
- \*Provision of rest period during examination
- \*Provision of scribe

### **INCLUSIVE ASSESSMENT ARRANGEMENT FOR IBDP ASSESSMENTS**

The Programme Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation (from the parents) of the candidates requiring inclusive assessment arrangements. Once the Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. Accommodation arrangements may include allotment of additional time, rest periods, ICT support, scribes, or assistance with practical work.

### **REVIEW OF INCLUSION PROVISIONS**

Provision and support required for a child is to be reviewed twice a year. This would involve meetings to discuss and review progress. A regular check to be done to find out whether any additional support is required and also whether the provisions given are being used effectively and well.



## **INCLUSION POLICY IMPLEMENTATION, EVALUATION AND REVIEW**

This policy is a working document of Seedling International Academy and the school stays committed to reviewing the same as and when needed to ensure compliance with IB norms.

Review of the Inclusion Policy is an ongoing process, keeping up to date with the ever changing needs of the student population and in line with learning needs legislation and also the roles and responsibilities of the stake holders. The policy is shared with the entire community by providing access through school website and e-mails.

### **MEMBERS INVOLVED IN DRAFTING THE POLICY**

1. Principal
2. IBDP Coordinator.
3. Cambridge School Leader
4. All teachers of Seedling International Academy
5. Special Educator

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