



CALORX OLIVE INTERNATIONAL SCHOOL

INCLUSION POLICY

2023 - 24

CALORX OLIVE INTERNATIONAL SCHOOL

MISSION

Be a center of Excellence which promotes internationalism and upholds cultural values, acquiring and sharing knowledge whilst setting new standards of educational practices to create responsible members of society.

VISION

To bring out the best in every child thereby, fully equipping him / her to make a significant difference for the betterment of our society. Our alumni should be known in the world for their values, spirit of leadership and achievements.

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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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 of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INCLUSION POLICY AT CALORX OLIVE INTERNATIONAL SCHOOL

In line with the IB's commitment to inclusive education, students are considered in terms of their strengths. The IB has moved away from the use of deficit labels to identify students and instead considers the areas of challenge that a student may experience: **reading; writing; mathematics; social and emotional, learning and behavior; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; medical/illness.**

The aim of placing the student in a mainstream setup is to facilitate and improve their skills within educational group that values their individualism. ((Relates to Standards and Practice-0101-02)

Simply put, it means accepting, understanding and catering for students' differences and diversity whether that's physical, cognitive, academic, social, or emotional. The goal of inclusive education is that students spending time outside the regular classroom environment is an exception rather than the norm.

The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers).

Inclusive learning environments provide students with and without disabilities many opportunities to establish relationships with their peers. These relationships form the beginnings of friendships that are a source of fun and enjoyment, and an essential source of emotional support during challenging times.

PURPOSE:

- To ensure that all children, irrespective of caste, creed, sex or economic background, have an equal opportunity to attend our school, including children who learn differently.

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- To ensure early identification of children experiencing difficulties.
- To clearly communicate the support opportunities and various accommodations that are available to learners.
- allows students to demonstrate different ways of understanding the main concepts of a subject.
- To ensure that all staff members are aware of the systems and procedures in accordance with the revised Code of Practice in order to offer children positive and constructive access to the curriculum that is appropriate to their individual needs.
- To plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- To allow differentiation in curriculum planning and schemes of work based on knowledge of individual children through teacher's assessment and understanding of different backgrounds and various teaching styles.
- To ensure that all learners get an inclusive educational environment
- To provide learners learning support as per their diverse learning needs and profile
- To ensure the most effective use of school, teaching and non-teaching staff, and resources for students with special educational needs.
- To encourage children to reach their full potential and be involved in rewarding motivating activities which improve their self-esteem.
- To promote pupils' moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- Create awareness among the students or the peers regarding the child. This is conducted by the coordinator/ SEN Co-Ordinator/ Homeroom Teachers.

PLAN AND OBJECTIVES:

- To certify that all students get a broad and unbiased program of study and have a chance of apposite learning.
- To set out the school approach for teaching and learning for students with Special Needs.
- Mainstream a learner after careful considerations or keep them in the learning support department as required
- To build up a relationship with parents/caretakers.
- To draw actions and training to be followed for supporting the learning of students with special educational needs.
- To use all resources ably and impartially to help student to grow as learners, to be fit into place meaningfully with the program and expand their skills and competencies which is required to be independent.
- Request for reasonable accommodations and academic adjustments for a learner
- All students with disabilities will get an opportunity to interact with their peers, receive full cognitive and social knowledge as much as possible.
- To set up communication arrangement for the participation of all the partners in the education of students with special educational needs
- All of our students are engaged in meaningful work that supports their instructional goals.
- Learner objectives, activities, and rules are positively stated and clearly posted.
- A variety of instructional strategies, materials, technology, and groupings are being used.
- Services are brought to the general education classroom where we work together to meet student needs.
- Students with special needs are not stigmatized by adult support, and student-to-student interactions are evident.
- Assignments are purposeful, involve meaningful work, and maintain rigour.

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- The classroom arrangement supports positive behaviour and learning. Students can access materials with adequate room for small groups and quick transitions.

INCLUSIVE POLICY FOR IB STUDENTS AT THE CALORX OLIVE INTERNATIONAL SCHOOL

Calorx Olive International School offers IB continuum. This continuum embraces the philosophy and ideals of International Baccalaureate.

We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having varied needs in terms of academically, emotionally, mentally and/or physically challenged .

Under the Disability Discrimination Act (DDA) 2005 and the SEN and Disability Act (SENDA) 2001, the focus for Inclusion is on the school's ability to adapt to the needs of the child, altering where necessary the way it works as well as providing effective planning and different activities (differentiation) in order to meet individual needs.

As the school offers an IB continuum, we will ensure that the school supports students with special education needs to follow the IB program through differentiated programs. ((Relates to Standards and Practice-0101-02)

INCLUSION AND ADMISSION POLICY AND PRACTICES

During the admissions process, applicants 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 'COIS Admissions Policy'.

COIS 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. Please notice that COIS is currently not able to admit students who use a wheelchair as the specifications of our buildings do not allow us to do so.

The Admission Policy of Calorx Olive International School considers learners with mild to moderate learning difficulties and will not reject the admission of child only on the grounds of SEN; however, it shall be at the discretion of the management to decide. For further information, refer School's Admission Policy. (Relates to Standards and Practice -0301-02-0300)

ADMISSIONS SCREENING PROCESS:

- All students applying for admission to Calorx Olive International School are assessed to determine current levels of performance in literacy and numeracy.
- The Calorx Olive International School Admission's team analyses previous school records and information given by the parents to determine the potential need for Learning Support.
- The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available.
- Calorx Olive International may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above-mentioned documents are discussed by a specialist team comprising of the Counsellor, Primary / Secondary School Principal and Head of School.
- The authenticity of the documents is an important deciding factor in the final admission.

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- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counsellor or Learning Support Teacher and a report will be given to Admissions with details from findings and with recommendations.
- The learning needs of students and the diagnosis are discussed with the Learning Support team, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student.

SUPPORT CATEGORIES

Inclusive support is offered to any student who shows a need for extra support or for challenges beyond the general curriculum. ((Relates to Standards and Practice- 0202-02-0100). COIS recognizes the wide spectrum of needs and abilities along a continuum, by providing the appropriate resources, in school's best given capacity for the following categories:

- Speech and Language
- Culture Variations
- Intellectual Exceptionalities
- Movement and Co-ordination
- Learning Disabilities
- Specific Learning Difficulties
- Medical Conditions
- Mental Health Issues
- Social, Emotional and Behavioral Difficulties
- Hearing Impairment
- Speech and/or Communication Difficulties

INCLUSION IN THE PYP- The PYP philosophy acknowledges and accommodates diverse learning styles for all children. To this end, we seek to offer a differentiated teaching and learning environment

We also acknowledge that in order to fulfil the requirements of the program, a student may require individualized instruction to reach their academic goals with the support from HRT, coordinator, Parents and SEN coordinator (if/ as and when required) in the collaborative planning process at each grade level. The Trans disciplinary themes provide learning opportunities for each student at their level of understanding.

INCLUSION IN THE MYP- The "Approaches to Learning" component assists teachers in identifying the student's learning styles in order to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction.((Relates to Standards and Practice-040305-0200)

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be taken into account. School Leadership will then make a decision on the basis of that documentation.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time in written assessments, the use of a word processor and a reader, use of a calculator, mind maps or stepwise instructions.

INCLUSION IN THE DP- The IB Diploma Coordinator and SEN Coordinator must be informed of students who may require inclusive assessment arrangements before October of DP2.

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In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be sent to the IB by the school. The IB will then make their decision on the basis of that documentation.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written examinations, the use of a word processor and a reader. **The Diploma Program Coordinator will submit to IB the appropriate accommodation form, along with necessary documentation, requesting assessment modifications when needed.**

Please refer to the following link for further details on access arrangements for MYP e-examination and DP examination. (<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>)

ACCOMMODATIONS AT SCHOOL AND BOARD LEVELS

The students are supported with complete guidance in receiving assistance during Board examination which would help them to perform better. The school abides to the protocols defined by the board. Calorx Olive supports students at school level and board level as per the requirement mentioned in the reports produced by the professionals/ parents or any certified government body.

APPLICATIONS FOR INCLUSIVE ASSESSMENT ARRANGEMENTS:

All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.

If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, the request will be referred to the IB Assessment centre for evaluation and the school has to produce convincing educational evidence which indicates a compelling need for the requested access arrangement.

All requests for inclusive assessment arrangements must be submitted one year prior to an examination session. The IB Assessment centre cannot guarantee the arrangements if requests are submitted after this date.

SUPPORTING DOCUMENTATION:

1. Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service
2. Educational evidence from the school – (IEP, summary about the arrangements provided to the candidate in order to access learning and assessment)

INTERVENTION PATHWAYS

If a child is observed to be going through some difficulties and after several attempts from the teacher's side, these actions do not render attainable progress, then after obtaining parents'/legal guardians' consent, the subject teacher submits a referral form to the Learning Support Services with evidence to highlight the issues and the strategies taken to support the student. The Learning Support Team will process the referral and the accompanying documentation and will observe the student in class. Subsequently, the student will be screened for learning difficulties with psychoeducational and academic achievement testing.

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If the results indicate that the student has marked difficulties in one or more areas, then they will start receiving support by one or more Learning Support Teachers. The goal of this support is to help the student access the ongoing curriculum by fostering their study skills ((Relates to Standards and Practice- 0403-04-0300). The support is provided in two ways which could also be combined:

- 1) **In-class support (or push-in support):** a Learning Support Teacher offers individualized support to students during their lesson with a mainstream education teacher. Both teachers collaborate on the design of the lesson in a weekly meeting in a common effort to build an inclusive learning environment and create learning experiences that give all students an equal opportunity to succeed.
- 2) **Study skills classes (or pull-out support):** a Learning Support Teacher offers intensive, targeted support in a one-on-one or small-group setting with an emphasis on each student's individual learning goals. Students work systematically on foundational skills for numeracy and literacy including general organization and self-management skills. Students receive study skills lessons to support their learning process.

MAINSTREAMING

The mainstreaming of the learners is made with the consent of the parents based on the following factors: ((Relates to Standards and Practice- 0301-02-0300) o

Academic Performance:

Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support. ((Relates to Standards and Practice-0403-04-0300) When it is determined that a student would benefit from additional support outside of the classroom, pull-out services are provided to meet academic, social, or behavioral needs.

All students with an IEP will follow the same curriculum as their peers. In some areas of the curriculum such as literacy and numeracy, students may require modification of content or assessment. Students may also be given in-class support during lesson time in order to ensure the skills they have learned are implemented, and to assist them in accessing the curriculum in the classroom. All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction. ((Relates to Standards and Practice-0403-05-0100) Teachers will develop summative assessments that are differentiated to provide necessary adjustments, challenges, and student choice. Students who appear to have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate adjustments as needed.

o Feedback from Teachers:

Maintaining a record of pupil's progress towards achieving the goals specified in the IEP
Differentiating the curriculum to meet the needs of all learners, within their class; and the interaction/response of the learner

Participating in a review of the progress of Inclusive students at the end of a term;

Consulting with parents to outline the support that has been practiced at school and the progress made by the student.

INDIVIDUALIZED EDUCATION PROGRAMS

For all students with identified learning difficulties, the Learning Support Team will design an Individualized Educational Program (IEP) together with the student, their family, the student's subject teacher(s) and any private service providers ((Relates to Standards and Practice-0401-02-0100).

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The IEP describes the goals the student sets for themselves during the school year, as well as any special support needed to help achieve them. The IEPs are tailored to each individual's specific needs and are developed with a focus on students' skills, interests and well-being. IEP development is a collaborative process that is led by the student in a meeting between the student, their family and the Learning Support Team. The plan is then discussed and finalized with the students' subject teachers (including any private service providers) to document all the teaching strategies and access arrangements that help support the student effectively, but also the exact role of each of the support agencies in order to assist the student in reaching their individual goals.

The plan is then evaluated every three months in follow-up meetings with the family and the faculty and is adjusted accordingly with the aim to optimize the model of support for the student using an evidence-based approach. In some cases, families may be asked to commit to providing extra support which may include financial contributions or specific resources to aid the learning process.

SOCIAL-EMOTIONAL SUPPORT

The Advisory team, Principal, Learning Support Coordinator along with the Counsellor and Psychologist work collaboratively within their division with families and students to ensure that barriers to success are minimized through a proper channel of communication. ((Relates to Standards and Practice-0202-03-0200)

- The subject teacher/ HRT identifies a student who is consistently experiencing social/emotional/behavioral issues which he/she reports to the coordinator.
- The coordinator brings the issue to the attention of all the teachers of the student and consults them for the same observation regarding the child, collects data from them if any steps were taken by them to resolve it, if the problem still persists then they report it to the school psychologist.
- School psychologist is the main person at this stage as they assess the child on all the parameters to come to a conclusion of what the child requires and from where the problem is stemming from – if social/emotional/behavioral issues are combined with academic issues, if students are in need of psychological support (symptoms indicative of depression, anxiety, trauma, impulsive behavior, self-harm, etc.), if student is in need of counseling.

RESOURCES

PSYCHO-EDUCATIONAL TESTING

The students who are referred to the Learning Support Service for academic difficulties are tested using the entire battery of WISC or WAPIS based on their age in order to obtain a review of their cognitive functioning and enable our team to get meaningful insights about a student's areas of strength and challenge. The testing is administered by the School Psychologist.

ACADEMIC ASSESSMENTS

The LSS Team conducts standardized assessment of WOODCOCK JOHNSON and WRAT as necessary in order to identify students' strengths and needs and provide the necessary arrangements to support them in accessing the curriculum. Standardized testing is also administered before and after an intervention in literacy or numeracy to measure progress. All results are reported as standard scores, which have a mean of 100 and a standard deviation of 15, in accordance with the IB Inclusion Policy

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HUMAN RESOURCES

The families of DP exams students who are granted access to a reader or a scribe for their exams will have to cover the cost of both the reader or scribe and the additional invigilator.

POSCO ACT

Government has enacted Protection of Children from Sexual Offences (POSCO) Act, 2012, to safeguard children against sexual abuse and sexual harassment. The act defines a child as any person below the age of 18 years.

POSCO Act under section-12, it provides punishment for committing sexual harassment which shall be with imprisonment of either description for a term which may extend to three years and shall also be liable to fine. Further the POSCO Rules, 2020 were also notified by the ministry to protect the children from exploitation/ violence and sexual exploitation. (Ministry of Women and Child Development)

The school ensures the safety of each and every child as its utmost responsibility and has made it a point to make the school pupils, its teachers and staff members aware about child safety through inclusion of the topic as part of school curriculum as well as adolescent workshops for older group of kids. (0202-030200)

CONFIDENTIALITY

Calorx Olive International School is of the opinion that all information about candidates should be kept confidential. Any communication regarding learner, learning support status will be retained within their file, access to which is constrained to Head of School, Coordinator and the Learning Support Department.

Data retained by the school on any learner will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to educators for the benefit of the student.

GUIDING PRINCIPLES

We support all students particularly those who need special assistance, to let them experience that they are an appreciated part of the school. It has been done through inclusion by following the below mentioned principles:

- Effectual policies of the school ((Relates to Standards and Practice-0403-05-0300)
- Setting appropriate and differentiated learning challenge
- To act in response to student's different learning needs
- Removing the obstacle in learning and evaluation

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ADMITTANCE AND CONTRIBUTION IN THE SERVICES IS ADMINISTRATED BY THE FOLLOWING POLICIES: ((Relates to Standards and Practice-0301-02-0300)

- SEN course of action
- Plan on the assimilation of students with Special Educational and/ or Physical Needs ➤
Language guidelines

SUPPORT CATEGORIES FOR INCLUSION

- a) Cognition and Learning (for example dyslexia and dyscalculia),
- b) A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- c) A specific learning difficulty which may or may not be linked to a cognitive disability.
- d) A behavioral impairment affecting their ability to concentrate and therefore learn effectively.
- e) A physical disability/an emotional deprivation which can affect their ability to learn.
- f) Learners who speak English as their second language (ESL). (Having learning difficulty)

ACCOMMODATIONS & MODIFICATION FOR LEARNERS WITH LEARNING DIFFICULTIES AT CALORX OLIVE INTERNATIONAL SCHOOL

In order to participate successfully in the general education program, accommodations and modifications are provided for learners with documented learning disabilities.

Accommodations allow a learner to complete the same assignment or test as other learners but with change in the timing, formatting, setting, scheduling, response or presentation, the accommodation should not alter in a significant way what the assignment in the test measures.

On the other hand, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Doing an alternate easily achievable test than the standard test is an example of modification. ((Relates to Standards and Practice-0202-02-0400)

This school endeavors to encourage inclusion through: -

- Changing or adapt classroom performance.
- To develop cognitive skills by allowing all children to participate in class activity/ work independently or with support teachers depending upon the severity of the disorder ● All children should get the opportunity to participate in group work.
- Securing motivation and concentration through a variety of teaching approaches and taking into account different learning styles ((Relates to Standards and Practice-0402-07-0200)
- Using appropriate assessment approaches which are used consistently across the school and are familiar to the children. They provide clear feedback to pupils to aid further learning
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils by providing appropriate resources, visual aids and information technology as required.
- Helping pupils to manage their behavior effectively and safely by using positive behavior management but including a clear structure of sanctions
- To provide appropriate tasks and practical work to ensure that child gets an opportunity to explore their special talent.
- To build up a Social/ “Friendly Co-ordination”.
- Identifying key aspects of the IB Curriculum which may present specific difficulties for individuals and taking action to adapt activities

INCLUSION AND ACADEMIC INTEGRITY

At COIS, 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

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academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group organizes seminars on related topics (plagiarism, copyrights, etc.). In MYP and DP, students with identified learning difficulties 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 PYP, MYP and/or DP must take an English screening test before entry. The English screening test is also used as a language placement test to ensure accurate phase placement. Students with identified learning difficulties are granted inclusive access arrangements (e.g., additional time, assistive technology, etc.) for the placement test, as required by their Individualized Education Program. ((Relates to Standards and Practice- 0301-01-0300)

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Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g., additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs ((Relates to Standards and Practice-040402). In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individualized Education Program. ((Relates to Standards and Practice-0301-05-0400)

LEGAL REQUIREMENTS

Collaboration with School Authorities

Once a student is identified as needing more than 9 hours of weekly support, the learning support team (the head of school, learning support coordinator, class teacher, learning support teacher, parents as well as allied healthcare professionals and student when necessary) meets to develop a learning plan. Thereafter, the learning support coordinator organizes meetings with the parents; head of the school and school coordinators are invited, as needed, to share updates about the students' progress on targeted goals and the need for additional support. ((Relates to Standards and Practice-0202-02-0200)

STORAGE OF INFORMATION

Students' physical and electronic files are stored and managed in compliance with the general data protection regulation (GDPR) guidelines. The Learning Support Staff is responsible for ensuring that data related to students receiving learning support services are held in the strictest of confidence. The files of students receiving learning support are managed by the Learning Support Coordinators. Access to these files is given to key personnel including the admissions officer or school secretary who may need it for administrative purposes (i.e., for updating student files and transmitting data via the school's secure mailing system, respectively).

The learning support staff is responsible for reading and synthesizing evaluation reports and including pertinent details in the Background section of the students' academic intervention plans (AIPs). Students' AIPs are kept on the G: Drive and can be accessed by teachers who work with that student.

CHILDREN WITH VARIED NEEDS ARE WELCOMED AT CALORX OLIVE INTERNATIONAL SCHOOL. HOWEVER, IT'S IMPORTANT TO KNOW:

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- Overall, the teachers in school are skilled and capable of teaching in the mainstream, they do not, in general, have any Special Education Needs Teacher Training, experience, or qualifications, such as teachers in special schools.
- While students with special needs can be assimilated into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching. However, this is not the same as the demanding one to one teaching she/he would enjoy in a special school.
- A normal mainstream school does not have additional services. such as speech therapy, occupational therapy, physiotherapy.
- The school does not have specially revised services for students with physical disability, while the school is entirely devoted to the provision.
- A child with special needs can be included into an ordinary mainstream class based on the nature of such mixing experience, day to day happenings, resolute by the realism of school life. Each student in the school, including those with a disability and /or special educational needs is bound by school rules. No additional services can be delivered during the school hours in the academic year. Program Training Courses for skill development take place during the academic year.

The school is dedicated to deliver the promising instructive service to students with varied learning needs. To certify this,

- Parents, the Home Room teacher, and other school expert are in collaboration to help the student.
- Parents are required to produce latest psychological and medical reports before the enrolment to offer the special services to the student. These will be maintained with privacy.
- Parents should declare their reorganization that our obligation as a school is mainly to all the children in our care, and therefore if it becomes misleading to either/both the teachers and parents.

EXECUTION AND RE-EVALUATION

The functioning of this Policy is considered, re- examined and transformed at the end of two year of the school, or as conditions may allow. **This Inclusion policy was evaluated in 2021 and now in 2023** ((Relates to Standards and Practice-0301-02-0100).

CONCLUSION

The process of inclusion involves equity and equality. Equality is the belief that everyone gets the same; whereas equity is the belief that everyone gets what they need by identifying and eliminating barriers that limit access and engagement in learning for all students.

It is a dynamic organizational paradigm that requires continual effort to enhance learning and participation. It entails evaluating the objectives of education, the nature of pedagogy, curriculum, and assessment, and addressing the requirements for learning support. Inclusion should be a fundamental educational approach for all schools.

At COIS we strive to provide a collaborative and supportive culture where inclusion is facilitated through mutual respect, problem-solving, and involvement of the entire school community. It requires a multi-dimensional approach to identify barriers to learning, including the organization and resourcing of schools, their cultures and policies, teaching and learning methods, the physical aspects of buildings, and interactions among individuals in the school community on a daily basis. It is a team effort which yields the results of creating curious minds.

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School targets to grow all skills of the students. Students are trained to communicate well to each other and where modifications of all varieties, including capacity, are acknowledged.

Therefore, we feel

LITTLE PROGRESS EVERY DAY LEADS TO BIG RESULT

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PURPOSE	ENVIRONMENT	CULTURE	LEARNING
<p>The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)</p>	<p>The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200) The pedagogical leadership team and teachers support students' social, emotional and physical wellbeing. (0202-030300) The school promotes open communication based on understanding and respect. (0202-03-0400)</p>	<p>The school provides opportunities for all students to access the programme(s). (0301-010300)</p>	<p>The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)</p>

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<p>The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)</p>	<p>The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)</p>	<p>The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02) The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100) The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance. (030102-0200) The school describes in its inclusion</p>	<p>Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (040102-0100)</p>
		<p>policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)</p>	

INCLUSION POLICY

		<p>The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400) PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages. (0301-040411)</p>	<p>Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)</p>
		<p>The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)</p> <p>DIFFERENTIATED ASSESSMENTS</p>	<p>The school community affirms individual student identity through learning and teaching. (0402-070200)</p>
			<p>Students take opportunities to develop their language profiles. (0402-07-0300)</p> <p>INTRODUCING VARIOUS REGIONAL AND FOREIGN LANGUAGES</p>
			<p>Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)</p> <p>IEP</p>

INCLUSION POLICY

			<p>The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300) PYP: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (040304-0311)</p> <p>MAINSTREAMING</p>
			<p>Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05) Teachers consider learner variability when planning students' personal learning goals. (0403-050100) Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200) Teachers use IB-mandated policies to support students. (0403-05-0300) Teachers support language development with consideration for the language profiles of students. (0403-05-0400) Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)</p>

INCLUSION POLICY

			<p>The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p> <p>Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)</p> <p>The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-020300)</p>
			<p>The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)</p> <p>The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)</p>

REVIEW COMMITTEE:

- CORE Team
- School Counsellor

Last Reviewed

April 23

Next Review on April 2024