



ADANI INTERNATIONAL SCHOOL INCLUSION POLICY

School Policy for Students with Special Education Needs

IB Mission Statement

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

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

Adani International School Vision & Mission

Vision Statement

We are committed to providing state-of-the-art education infrastructure consistent with evolving global educational trends that inspires children to be nation-builders pushing India's global ambitions.

Mission Statement

To be the leading Indian school that provides a global learning experience with educational application that is future ready.

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1.Vision:

We, at Adani International School are committed to providing state-of-the-art education infrastructure consistent with evolving global educational trends that inspires children to be nation-builders pushing India's global ambitions.

2.Mission:

We strive to be the leading Indian school that provides a global learning experience with educational application that is future ready.

3.Philosophy of Inclusion:

Inclusion is "an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers" (Learning diversity and inclusion in IB Programmes, 2016, p.1). We believe that inclusion is a continuous process of making learning more accessible to all students by allowing them to fully participate in the process. Inclusion allows for access to learning support, thereby helping the process of teaching and learning become more student centric. Thus education at large becomes more inclusive when the nature of pedagogy, curriculum and assessment is aimed at each and every student. At Adani International School we aspire to achieve inclusion in all aspects of teaching and learning through collaboration, mutual respect, support and problem solving.

Adani International School is an inclusive school offering all students with mild to moderate special education needs equal access to a high-quality education. Our school recognizes that, in an inclusive educational environment, all students should be enabled to access the curriculum and learn. This policy ensures that with appropriately trained learning support specialists and with differentiated mainstream instruction, students with special learning needs can achieve at the optimal level of which they are capable. We believe the family should be at the Centre of the program. We use accepted identification methods and develop Individual Education Plans (IEPs) with effective support strategies clearly articulated, understood, and implemented.

4. Purpose of Policy:

This policy describes the way we meet the needs of children who experience barriers to their learning. This policy serves as a guiding document for the teaching staff, administrators, SEN department, students and parents in elucidating the inclusion aims of the school and the practices employed by the school to achieve such aims, taking into consideration the school's

particular context and the resources available.

4.1 Inclusion Policy:

The School will employ specialist teachers whose expertise will enable and support all teachers to teach their students who have special education needs, effectively. The school provides a suitably equipped and resourced Learning Resource Room for specialized small-group or individualized teaching support at each grade level. Such facilities are located in both gender areas of the segregated section of the building.

4.2: Roles and responsibilities:

A) SEN Educator:

The school will appoint a qualified Special Education Needs Coordinator (SENCO) and, as needed, other qualified SEN educators who will:

- Organize targeted learning support as a support within regular classrooms throughout the school which will ensure that all SEN students will have the opportunities to realize their learning potential
- Establish a formal system of identification, referral, classroom intervention, screening and diagnosis of learning needs
- Provide professional guidance on current SEN approaches to the Learning Support Team (LST)
- Hold regular meetings for the purpose of writing Individual Education Plans (IEPs)
- Develop and deliver SEN training programs for staff
- Liaise with staff, students and families to raise awareness of how to identify and best support students
- Liaise with Heads of Department to ensure curriculum/syllabus requirements are fulfilled
- Monitor the implementation of special education programs and provide periodic reports to all
- Liaise with outside agencies who provide additional services for students with special needs
- Implement the Individual Education Plans (IEPs) of their students
- Engage in ongoing training to enhance skills and knowledge in the special education field
- The school provides a Learning Support Resource room for specialized teaching support.

B) HRT/ Specialists:

- Identifying students with special need and referring to SEN department
- Communication with parents, SEN educators and other specialists
- Implementing in-class support strategies recommended by SEN

department

- Documenting evidence for progress monitoring of referred students

C) Parents:

- Agreement with the school inclusion policies and procedures in context of signing parent consent form for providing required support and services to their wards.
- Participating in IEP (Individual Education Plan) process as an important stakeholder.
- Coordinating with SEN educator providing support to their ward at home.

5. Definition :

Special Educational Needs is defined as the overall description for any disability, disorder, difficulty, impairment, exceptionality or additional need that affects a student's access to learning and/or their capacity for educational performance. These students require additional provisions beyond general classroom instruction in order to achieve the greatest benefit from the curriculum. It is the school's intention to use accepted methods to identify, articulate, and provide support that will meet a student's special education needs. Please note that there may be an extra fee charged for particular support services, and parents will be advised of this.

5.1 Categories:

The list below covers the types and categories of students' special needs with mild to moderate disabilities. The school will make provision for:

- Visual and/or hearing impaired
- Intellectual disabilities
- Specific learning disabilities
- Emotional and behavioural disorders
- Speech and language disorders
- Physical and health related disorders

Please note that there is a separate policy for the support of Gifted and Talented students at the school.

** Mild and moderate disabilities are as diagnosed by the respective professionals (Doctors, Clinical psychologists, Speech therapists, occupational therapists) through standardized tests/tools

5.2 Limitations:

The school is in the process of accommodating students with moderate and severe disabilities (such as Autism disorder, cognitive impairment) through creating more resource centers equipped with research based intervention plans.

6. Identification and Assessment

In order to ensure that the school is able to meet the needs of its student population, a clear and rigorous intake procedure will be implemented which will include student baseline assessments and interviews. It is expected that parents will be forthcoming with information about their child's particular learning needs so that the school can provide the appropriate support from the onset.

All students who, upon enrolment, have documented evidence of an existing SEN are automatically supported in their learning by the school with an Individualized Education Plan. These will be written for the student with reference to prior school reports, medical reports and IEPs if provided, updated using current baseline testing, providing clear and achievable targets and expectations aligned to their needs, strengths and capabilities.

Parents will be involved in establishing and supporting their child to reach these targets; and will be kept informed of their child's progress at every stage. A formal review and follow-up procedure will ensure that the progress of each student with an IEP is closely monitored and evaluated over time. Reports will clearly reflect the child's achievement and progress in relation to their IEP.

6.1: Steps for Identification and Assessment

- Identification by HRT (Home Room Teacher)
- Teacher's referral to SEN department with the evidence of class observation and child's work sample
- In class and out of class child's observation by SEN educator
- HRT's (Home Room Teacher) communication with parents for updating child's learning needs and meeting with SEN teacher
- SEN teacher meeting with parents in presence of HRT to discuss assessment and learning support strategies
- Educational / Behavioral assessment of the child with parent's consent
- Strength based IEP (Individual Educational Plan) with parent's signature
- Progress monitoring
- Updating of IEP

- Mainstreaming students if required

7. Stages of Special Education Needs Support:

Early Years Stage

Due to the developmental stages of children in EY their learning needs are supported by a system of monitoring and observing the learning patterns of all children over their first two years at the school. In this the school follows the best international practice in SEN which delays formal intervention until after this initial educational phase. The SEN team will support and advise class teachers on strategies and approaches to maximize learning. Baseline assessments are conducted in a range of basic skills and records of these are compared and tracked over the first two years.

Primary

- A) The first stage of meeting special education needs is through good quality support in the classroom with differentiated instruction that meets the range of learning needs. However, some students identified by their teachers as having serious learning difficulties may need a detailed plan of support, and they will be referred to the SENCO. S/he will call together a Learning Support Team consisting of teachers of that student and possibly the counsellor, and parents may be invited to attend. Once a comprehensive initial Intervention Plan has been in place for a predetermined amount of time and reviews indicate progress is being made, the Plan's adjustments are made. However, it may be determined that the student no longer has need of an Intervention Plan and only needs teacher monitoring to ensure that they are continuing to progress along with the average of their class.
- B) The second stage, if no progress has been identified while on the Intervention Plan, the student will be referred to the Learning Support Team for a needs assessment and additional, more intensive support while remaining in the classroom for some or all of the time. The student may be able to access instruction in the Resource Room for small-group support, for part of the day. Students at this stage will have an Individual Education Plan (IEP) created by the SENCO or a SEN teacher and class teachers, usually with the parents' input. The IEP/ALP will include both long and short-term goals and will outline strategies and criteria for success. All goals will be "SMART" (specific, measurable, achievable, relevant and time-bound). IEP's will be reviewed each term and new goals set or adjusted accordingly.
- C) The third stage is likely to be placement for particular subjects in a special class or small group with other students all of whom

have special education needs. In this class general or targeted support will be offered and all students will have IEPs. Students with severe or complex needs will have their needs met in more specialized settings and will not be part of the student population at the School. If the student's needs cannot be met via this third stage of intervention and support, the parents will be advised to seek further external testing and other possible schooling that is suited to their child's needs.

C.A.I.E and D.P

The above process is also available in these later school stages supplemented by the following:

- Students identified as struggling in only one or two subjects will have subject-specific intervention plans or possibly IEPs, as indicated.
- The SENCO will liaise with subject teachers to develop and monitor the effectiveness of appropriate support. Where outside professionals are involved, such as speech therapists and child psychologists, their expertise and advice will be sought and incorporated into the IEP.
- Various effective language software will be provided to the students with language disabilities. (Dyslexia)

8. Universal Design of Learning : UDL is based on the premise that variability amongst students is a norm. It helps meeting students' various learning needs through modification in content, instruction and in the assessment

8.1 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 curriculum.

8.2 Principles of Access Arrangements

- (a)** Access arrangements are pre-exam arrangements that allow students to access assessments by removing unnecessary barriers.
- (b)** Access arrangements must not give the student an unfair advantage over others.
- (c)** If English is not the student's first language this is not a valid reason for an access arrangement.
- (d)** A student may need an access arrangement in one type of assessment but not in another. The school must decide whether the student needs to use the arrangements in all the assessments. They may not need the same access arrangements in every assessment.

8.3 The most common access arrangements are:

- Human reader
- Scribe
- Practical assistant
- Prompter
- Colour naming assistant

Most common of these access arrangements include:

- Additional time to complete the work (mostly 25%, as per the needs of the student)
- Use of a reader
- Supervised rest breaks
- Separate invigilation
- Use of word processor with or without spell check

8.4 Requesting Inclusive Access Arrangements

Requests may be placed to the IBO by the Diploma Coordinator through IBIS as per the guidelines /eligibility criteria prescribed by the Access and Inclusion Policy issued by the IBO.

It is the responsibility of the IBDP Coordinator to compile necessary documentation in liaison with the SEN department while making such requests. Such evidence is usually in the form of

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners, and
- Educational evidence from the school .It is also mandatory for the school to obtain consent from the student [if he/she is of the legal age] or the parents/guardians before submitting the required documentation.

9. Confidentiality:

The school treats all information about a student as confidential. Any communication regarding a student's learning support status will be retained within their file, access to which is restricted to the Principal, Programme Coordinators, and the SEN team. All confidential student data/advice will be communicated to the teachers and staff directly responsible for the education of the student only after consultation with the parent/guardian.

10.Link with other policies:

10.1: The language policy:

Different language development programs are embedded in the intervention plans (IEP). However, the responsibility for language-immersion and language development do not rest exclusively with the ESOL specialists but also are shared with faculty and parents.

10.2: Admission policy:

Inclusion policy is closely linked with admission policy. The students applying for admission and existing students are identified through records, subsequent testing results, observations, and input from teachers and parents. Their needs will be assessed and guided through the articulation of an “**Advanced Learning Plan**” (ALP) with input from a Learning Support Team of relevant teachers led by the Special Needs Coordinator (SENCO)

10.3 Assessment Policy:

Students with identified learning difficulties are allowed to receive access arrangements during the assessments (External as well as internal). Required documents supporting need of these arrangements are procured and submitted as an evidence.

10.4 Academic integrity:

The students with differential needs are expected to act in a way that is honest, fair, respectful, and responsible in their academic work, in spite of various accommodations and access arrangements. It must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

References:

[Access and inclusion - Cross-programme resources - Home -](#)

[IB programme resources \(ibo.org\)](#)

[Cambridge Handbook 2022: Regulations and guidance for administering Cambridge International exams](#)

Review committee: Head of School, Vice-Principal, Diploma Program-Coordinator, Section heads, SEN Educator, Behavioural Counsellor

Next review: June 2025.