

KiiT International School Inclusive policy

RATIONALE

During 2014-2015 self-study, the IB team has recognized the importance of Special Education support and the role it plays in the development of certain students. Keeping this in mind, an “Inclusive policy” document has been drafted to be shared with the school community. It is also decided that this policy will be reviewed every year in the month of April.

KiiT International School Inclusive philosophy

KiiT International School is determined to provide education to all the students including those with learning support requirements with the belief that every student demonstrates his/her learning to the best of her ability. School understands that inclusion is not just including children with disabilities. It is about embracing the idea that diversity is a reality and every student is a unique learner.

To achieve this objective, the school supports and provides a counselor and special educator who guide teachers in identifying the students with learning requirements and removing barriers to meet students learning diversity in the classroom.

Students with identified learning needs

A student is considered for Inclusion if he / she has difficulty in learning compared to the other students of the same class or age, or has a condition that hinders in making use of the educational facilities and supported system provided to students generally in school.

Learning support requirements

Following are the examples of certain specific learning support requirements:

- Attention deficit disorder/ attention deficit hyperactivity disorder (ADD / ADHD)
- Autism
- Dyscalculia
- Dyslexia
- Dyspraxia (developmental coordination difficulties (DCD), motor learning difficulties)
- Vision or hearing difficulties
- Other general difficulties in all learning areas.
- Social, emotional and behavior challenges.

Learning support procedure

A) Identifying the students with learning requirements.

Before arriving at a conclusion about a particular student, referred to by any teacher, staff member of school or parent, as someone who requires learning support, he/she will be kept under observation for a time period decided collaboratively by the concerned teachers, parents, counselor and special educator. During this period, relevant teachers will closely monitor and document the student's progress and share the information with the coordinator, parents, counselor and special educator. Based on the collective information, the special educator will make a decision. The decision may be:

- a) Student **doesn't** require any learning support.
- b) Student requires learning support and the special educator along with teachers and counselor will draw appropriate Individual Action plan.
- c) Student requires additional testing (psychological tests) for making the decision.

If parents of a particular student inform KiiT International School staff about their ward's learning support requirements while taking admission, the school will request the parents to produce the following necessary documentation to determine the need of "history of need" and the "evidence of need for access".

- a) Student's psychological / psycho-educational / medical reports.(reports taken within last two years)
 - Standard scores required in psychological reports
 - Areas assessed may be in line with the learning support requirements.
- b) Educational evidences.
 - Teacher (S) observations from the previous school (if possible).
 - Sample of work
 - Evidence of access in previous school / year groups / grades (if already had access to learning support)

B) Individual Action Plan

Teachers will be requested to follow the individual action plan designed or discussed along with counselor, special educator and Coordinator and implement different strategies which

recognize and respect students as diverse learners so that students develop their self confidence in the respective subject areas.

C) Meeting requirements within the classroom.

Once the decision of providing learning support for a particular student has been made, the counselor and special educator will be guiding the teachers with the necessary arrangements to be made for the identified student. The teachers work with student and parents to monitor student's progress. In case of any concerns or issues, the teacher will be reporting to the respective coordinators who in return will be consulting the special educator.

Inclusive assessment arrangements in IBDP

IB has divided inclusive assessment arrangements into three main categories which require authorization from IB Assessment center.

- Access to modified papers
- Access to additional time
- Access to writing

If required, coordinator (or Head of School) can make certain arrangements for the identified students without prior authorization from IB Assessment centre. The list of arrangements can be found in IB published document "Candidates with assessments requirements"

Responsibilities of the IBDP Coordinator

1. Guide the students in the choice of subjects which are easy to handle.
2. Share the information at an early stage with the concerned teachers.
3. Ensure teachers accommodate students with different strategies and meet inclusive requirement within the classroom.
4. Document on a regular basis the identified student's progress.
5. Share student's progress with parents, special educator and counselor from time to time.
6. If necessary, inform IBO, six months prior to IB examinations, using the appropriate forms and provide necessary documentation for Inclusive arrangements. Once IB decision is declared share it with parents, teachers and student.

Sources:

IB published: *Learning diversity in the International Baccalaureate programmes: Special education needs within the International Baccalaureate programmes.*(August 2010)

IB published: *Candidates with assessment access requirements (latest update July 2014)*

IB published : *Meeting students learning diversity in the classroom(May 2013)*

IB published : *Handbook of procedures for the Diploma Programme 2015*

IB published : *IB_Assessment_Access_English (IBO video)*

IB published : *Rules for IB World Schools: Diploma Programme (April 2014)*

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