



**INCLUSION POLICY**  
**GENESIS GLOBAL SCHOOL**

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## *Inclusion Philosophy-Genesis Global School:*

Differences and diversities are central where all students enrolled should receive meaningful and equitable access to the curriculum.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members.

### Introduction

#### **Inclusion**

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is about responding positively to each individual's unique needs.

'The real meaning of inclusion is when we all get empowered to understand the needs of each child and are able to address it by going down to their level.'

### Implementation of Inclusion Policy in PYP:

The School provides inclusive environment. The environment is barrier free and professionals and students are sensitised towards each other's needs and strengths.

Each professional and parents of learners with special education needs are being empowered and oriented to work for their betterment.

REVIEW OF POLICY: Policy is reviewed every year at the beginning and at the end of the year.

STAFF PRESENT: Senior Management, teachers and the team of special educators and therapists

### Principles of Inclusive education followed at Genesis:

- Inclusion is a process by which school has developed its culture, policies and practices to include all students.
  - Inclusive education service offers the barrier free environment and opportunities for students with special education needs.
  - The interests and rights of all students are safeguarded.
  - The school community and other authorising bodies actively seek to remove barriers to learning and participation.
  - All students have access to an appropriate education that provides them the opportunity to achieve their personal potential.
  - With appropriate skills, training, strategies and support the majority of students with special educational needs can be successfully included in mainstream education.
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- Inclusive environment is effective, friendly welcoming, healthy protective and gender-sensitive for all learners.
  - The development of such child-friendly learning environments is an essential part of the overall efforts by school to increase access to and improve the quality of education.
  - Inclusion is an ongoing process which provides a common platform for equal participation through differentiation.

### Steps followed at Genesis to Make Inclusion Successful:

- Flexibility in Admission Policy—Inclusion consent form in admission kit that parent need to fill at the time of admission.
- Learners with mild ADD/ADHD/Specific learning disability and other mild difficulties will be included in main stream classes for academic input at grade level with intervention, accommodation and adaptations.
- All fortnightly plans will be implemented in collaborative teaching and adaptations of the curriculum will be done as per need.
- Learners with moderate needs will be integrated with grade level classes for activities and will be pulled out to transact the academic curriculum at their level.
- Learners with mild Autism will be included with attached special educators and an integrated early intervention programme will be provided to benefit them.
- Learners with moderate academic levels or with Autism Spectrum Disorder will be with the special educators attached to them. They will be a part of a small group and will attend the school from 7.45am to 12.15noon.
- Functionally adapted curriculum integrated with life skill training programme and maximum exposure in main stream classes will be provided to learners with moderate to severe needs if any.
- Smooth transition can be planned as per the learner's needs and it can start at early stage as per their prognosis after 2 years of intensive one on one work in Learning Support Department in a smaller group.
- Smooth transition will be planned for children with sub average intelligence to NOS-OBE/ Pre vocational set up.
- Sensitization Activities to prepare the environment for their acceptance in an Inclusive set up.

- Empowerment of all the faculty members by holding in house training programmes and hands on workshops on strategies to teach children with different difficulties.
- Universal Designs of learning
- Modifying teaching methodology and the evaluation style to accommodate each child in an Inclusive set up.
- Regrouping of subjects and exemption from third language.
- Supporting children in middle to senior school as per CBSE/IGCSE Policy.
- Supporting children in middle to senior school with adaptation of Academic subjects/ Support during exams and regrouping of subjects up to senior school level.
- Life skill training is implemented through projects.
- Regular guidance and counselling is provided to support them.

#### Inclusion—Admission and assessment policy

- Assessment of a learner by the team of learning support
- Formal assessment report by a clinical psychologist for getting accommodation and compensation in all curriculum.
- Observation of a learner in a mainstream set up, if required.
- After observation to take a final call for the admission.
- Inclusion / Integration— as per the level of each child and as per our Inclusion policy.
- Parent shadow teachers are not allowed.

#### Getting on LSD Support:

Observation of the student by members of the Learning Support Department.

Filling of Referral form by a teacher and the Learning Support Department.

Formal meeting OF the team involved with a parent/parents.

Signing of consent by a parent/ parents to go ahead with support.

### Inclusion—Fee policy

Learners will be paying extra charges for Occupational Therapy, Speech therapy and Remedial sessions.

### Inclusion Practices:

- Referral system
- Informal-formal assessment
- IEP's / work plan for each learner
- Support in the classroom in collaboration with teachers.
- Modified academic plans to be documented regularly
- Collaborative Teaching--- A model at practice
- Best Practices--- Multi sensorial, Project based learning, Differential Learning
- Academic Pull outs—As per the need of the child
- Intervention/ Adaptation/ Accommodation to make the Curriculum Content, Teaching Methodology, and Evaluation more accessible for each and every student
- Counselling—For Socio Emotional Guidance
- Provision of speech therapy and Occupational therapy in Learning support department along with special education input.
- Sensitization activities for everyone.



- Support is given to children in form of accommodation and exemptions.
- Regrouping of subjects and exemption from Third language.

#### Different Parameters of Inclusive education followed at Genesis:

- Infrastructure Adaptations to make environment Barrier free
- Empowerment of environment and professionals working
- Early intervention-By a team of professionals
- Giving an opportunity to each student to be inside the class room as per their chronological age.
- Universal Designs of Learning-Curricular Teaching methodology to meet needs of individual with different needs and strengths
- Curriculum adaptation
- Collaborative Teaching
- Sensitization Programme
- Accommodation and compensation
- Guidance and counselling

Occupational therapy and speech therapy intervention in integration with special education support:

Occupational therapy and speech therapy intervention is given as per need:

- I. inside class room support-in collaboration of a remedial teacher and a class teacher

Target Group: Learners with Specific learning disability.

- Learners with visual impairment, hearing impairment with normal Intelligence.
- Learners with Mild Attention Deficit Disorder, who can easily cope up with mainstream curriculum with accommodations and Interventions.
- Learners with mild to moderate ASD.

Objective behind it:

- To reach at the level of each and every one to make them feel successful at every step of Learning.
- To ensure maximum inclusion in a class room setting to give maximum exposure at class room level.
- To include one and all in a classroom setting with differential curriculum support.
- To modify teaching methodology to suit each one's level.
- To provide curriculum with accommodations and Intervention.
- To ensure accommodations and interventions for learners with mild Specific learning disability and other problems like hearing/Visual impairment, Autism Spectrum/ ADD following main stream curriculum.
- To use instructional strategies: Modifying the instruction style that is changing teaching methodology with help of a special educator in class.
- To modify evaluation style (Accommodations Strategies)
- To consider verbal response along with written assignment.

Outcome: opportunity to study with their peers in an Inclusive class room and getting support to maximize learning process.

II. Type of support to students with Moderate difficulties:

INCLUSIVE CLASS ROOM SETTING WITH REMEDIAL PULL OUTS

## **INTERVENTION STRATEGIES:**

- Student sits in classes at par with his age
- Each one is included for a maximum exposure in all activities and academic discussions.
- Adaptation of teaching methodology and the curricular modification
- Intensive input and making of Academic IEP's for students with moderate and mild needs.
- Functional life skills goals planning and integration of same with adapted academic goals
- Maximum participation in every activity

Outcome: Maximum exposure enhances the socio emotional skills and teach them at their levels

Tailor made curriculum at each one's level.

## **III LIFE SKILL CURRICULUM**

Students with moderate to severe need basic life skill curriculum:

### **INTERVENTION STRATEGIES:**

- Maximum exposure in all class room activities for full participation
- Providing functional life skills curriculum-A combination of Functional academic and life skills
- Intensive input through IEPs

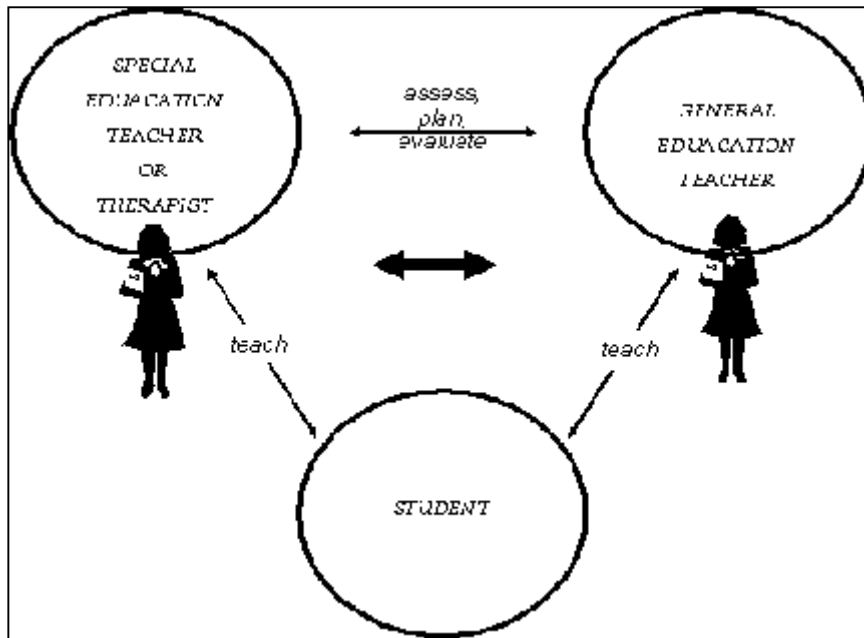
### **Collaborative Teaching**

"Collaboration is an ongoing process whereby educators with different areas of expertise voluntarily come together to find solutions to problems that are impeding student's success, as well as to carefully

monitor and refine those solutions. Collaboration is a process rather than a specific service delivery model.”

Collaborative teaching for implementing different teaching style to work according to child’s learning style in IGCSE and IB-DP

WHAT ROLE DOES EACH TEACHER PLAY?



Regular inside class support, remedial support and adapted curriculum:

Adapted curriculum: curriculum modification:

- Volume modification
- Content modification
- Exemptions

IB-DP AND Cambridge International:

In IB-DP the school practices differentiation through identifying a learners’s learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student’s true potential. And the aim

behind it is enhancing the motivation to learn from multiple perspectives. Collaborative teaching approaches leads to positive outcomes for all students.

Candidates eligible for inclusive assessment are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders • social, emotional and behaviour challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues are being supported in School.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs is being considered.

Evidence and information for getting Accommodations from IB:

The following supporting documentation will be submitted (uploaded) with the online request for inclusive assessment arrangements.

- Medical/psychological/psycho-educational documentation (translated into English, French or Spanish where necessary) and
- At least one piece of educational evidence is documented:  
The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:
  - Anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor A4

Registration and entries Handbook of procedures for the assessment and evaluation will be documented.

Diploma Programme 2017:

- An individualized educational plan (IEP)
- Samples of the candidate's work will be submitted.
- Evidence of correspondence or records from a previous school where the candidate is documented.

Implementation of Inclusion Policy in CBSE-MIDDLE / SENIOR SCHOOL:

School follows the following amendments given by CBSE to implement inclusive education to the best extent.

The school is extending several exemptions/concessions to Spastic, Visually impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 which have been circulated to the schools and also hosted on the website of the Board, from time to time.

Annexure-I

All such revised instructions/exemptions/concessions, in a consolidated form, are enclosed in Annexure –I

**Instructions/Exemptions/concessions extended by the Board during  
Secondary (Class X) & Senior School Certificate (Class XII) Examinations  
for Differently Abled Candidates**

**A. GENERAL INSTRUCTIONS/ CONCESSIONS (APPLICABLE FOR CLASS X  
& XII)**

| <b>S. No.</b> | <b>Subject</b>      | <b>Instructions/ Concessions</b>  |
|---------------|---------------------|---|
| 1.            | Medical Certificate | The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Differently abled candidates:<br>i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments;<br>ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association |

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|    |                              | for the Blind, Spastic Society of India etc; and<br>iii) Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State.  |
| 2. | Scribe and compensatory time | <p>i) Spastic, Visually Impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 are permitted to use a Scribe or allowed Compensatory time as given below or both :</p> <p>For paper of 3 hours duration 60 minutes<br/> For paper of 2½ hours duration 50 minutes<br/> For paper of 2 hours duration 40 minutes<br/> For paper of 1½ hours duration 30 minutes</p> |



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|  |  | ii) Autistic candidate is permitted to use the services of a scribe or an Adult prompter. |
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| 3. | Appointment of Scribe and related instructions | <p>i) A person to be appointed as scribe should not have obtained his/her qualifications in the same subject (s) in which the candidate shall be appearing for the examination</p> <p>ii) Candidate shall have the discretion of opting for his own scribe and shall have the flexibility in accommodating change in scribe in case of emergency.</p> <p>iii) Candidate shall also have the option of meeting the scribe a day before the examination.</p> <p>iv) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the</p> |
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|    |  | <p>candidate and of the scribe.</p> <p>v) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.</p> <p>vi) Services of Scribe shall be provided free of cost</p> <p>vii) The Scribe shall be paid by the Board remuneration as prescribed from time to time.</p> |
| 4. | Other General instructions/ facilities | <p>i) To facilitate easy access, a few selected schools are made examination centers for special students.</p> <p>ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centers. However,</p>  |

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|  |  | <p>precaution is taken to appoint different subject teachers on different days.</p> <p>iii) Answer books of differently abled candidates are sent separately by the Centre Superintendents</p> <p>iv) A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates.</p> <p>v) Visually Impaired candidates are permitted use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using a computer or a typewriter for writing answers.</p> <p>vi) Use of calculator is not permitted in any of the examinations conducted by the Board</p> |
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| 5. | <b>CGPA Calculation</b> | <b>CGPA in respect of Spastic, Visually Impaired, Physically Handicapped, Dyslexic, Autistic and Candidates with disabilities as defined in the Persons with Disabilities Act, 1995 be calculated out of 5 subjects only, even if offering a NSQF subject under Compulsory group.</b> |
| 6. | <b>Fee</b>              | <b>Registration and Examination fee (IX, X, XI, XII) will not be charged from Visually Impaired students.</b>   |

## **B. SPECIFIC EXEMPTIONS/CONCESSIONS**

### **I. CLASS X**

| <b>S.No.</b> | <b>Subject</b> | <b>Exemptions/Concessions</b> |
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|--------------|----------------|-------------------------------|

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| 1. | Exemption from third language    | <p>Exemption from examination in the third language from Classes VI to VIII is granted to</p> <ul style="list-style-type: none"> <li>Visually impaired candidates</li> <li>Candidates suffering from speech / hearing defects</li> <li>Dyslexic candidates</li> <li>Candidates with disabilities as defined in the Persons with Disabilities Act, 1995.</li> </ul>   |
| 2. | Flexibility in choosing subjects | <p>i) "Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered".</p> |

*Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Foundation of Information Technology, Commerce (Elements of Business), Commerce (Elements of Book Keeping and Accountancy), E-Typewriting (English), E-Typewriting (Hindi), Introduction to Computer Technology, any one out of Retail (NSQF) and Information Technology (NSQF)*

ii) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in the Examination Byelaws have the option of taking up Music, Painting, and Home Science as the subjects of study.

iii) Physio-therapy exercises are considered

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|    |   | as equivalent to Physical and Health Education course of the Board.  |
| 3. | Alternate questions/Separate Question Paper | <p>i) Alternative type questions are provided in lieu of questions having visual inputs for Visually Impaired candidates in the subjects of English Communicative and Social Science.</p> <p>ii) Separate question papers in enlarged print are provided in the subjects of Mathematics and Science.</p> |

4.

**Other General instructions/  
facilities**

- i) To facilitate easy access, a few selected schools are made examination centers for special students.
- ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centers. However, precaution is taken to appoint different subject teachers on different days.
- iii) Answer books of differently abled candidates are sent separately by the Centre Superintendents
- iv) A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates.
- v) Visually Impaired candidates are permitted use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using a computer or a typewriter for writing answers.
- vi) Use of calculator is not permitted in any of the examinations conducted by the Board

5.

CGPA Calculation

CGPA in respect of  
Spastic, Visually  
Impaired, Physically  
Handicapped, Dyslexic,



|    |     |   |
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|    |     | Autistic and Candidates with disabilities as defined in the Persons with Disabilities Act, 1995 be calculated out of 5 subjects only, even if offering a NSQF subject under Compulsory group. |
| 6. | Fee | Registration and Examination fee (IX, X, XI, XII) will not be charged from Visually Impaired students.  |

## B. SPECIFIC EXEMPTIONS/CONCESSIONS

### I. CLASS X

| S.No. | Subject                       | Exemptions/Concessions  |
|-------|-------------------------------|---|
| 1.    | Exemption from third language | Exemption from examination in the third language from Classes VI to VIII is granted to<br>Visually impaired candidates<br>Candidates suffering from speech / hearing defects<br>Dyslexic candidates<br>Candidates with disabilities as defined in |

|    |                                  |   |
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|    |                                  | the Persons with Disabilities Act, 1995.  |
| 2. | Flexibility in choosing subjects | <p>i) "Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered".</p> <p><i>Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Foundation of Information Technology, Commerce(Elements of Business), Commerce(Elements of Book Keeping and Accountancy),E- Typewriting(English),E-</i></p> |

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|  |  | <p><i>Typewriting(Hindi),<br/>Introduction to Computer<br/>Technology, any one out of<br/>Retail(NSQF) and<br/>Information<br/>Technology(NSQF)</i></p> <p>ii) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in the Examination Byelaws have the option of taking up Music, Painting, and Home Science as Subjects of study.</p> <p>iii) Physio-therapy exercise and Health Education course</p> <p>3.<br/>Alternate questions/Separate Question Paper</p> <p>i) Alternative type questions are provided in lieu of questions having visual inputs for</p> |
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|  |  | <p>Visually Impaired candidates in the subjects of English Communicative and Social Science.</p> <p>ii) Separate question papers in enlarged print are provided in the subjects of Mathematics and Science.</p> <p>Class 12</p> <p>1. Flexibility in Choosing subjects.</p> <p>Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in the Examination Bye-laws have the option of taking Music, Painting, and Home Science as the subjects of study.</p> |
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|  |  | <p>2. Separate question paper and questions in lieu of practical component</p> <p>Visually Impaired candidates are -</p> <p>i) given separate question papers containing Multiple choice questions based on Practical component in lieu of practical's in the subjects of Physics, Chemistry and Biology.</p> <p>ii) Question papers administered in the subjects of Physics, Chemistry, Biology and Mathematics are without any visual input</p> <p>iii) Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics.</p> |
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