



INCLUSION POLICY

Vision Statement

GGs aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

Mission Statement

GGs graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

Genesis Global School

2022-2023

Inclusion Policy

Objective:

Genesis Global School seeks:

1. To provide a broad, balanced, and suitably differentiated curriculum relevant to the learner's individual needs
2. To show that supporting difficulties in learning and/or behavior is a part of a high-quality mainstream education service
3. To promote self-confidence and enthusiasm by encouraging independent learning at all age levels
4. To spread awareness that every child is entitled to a sense of achievement
5. To identify learners who will need extra resources and/or teaching help within the school curriculum as soon as possible
6. To identify language barriers and provide support
7. To work in partnership with the child's parents and other external professional agencies to support the child with his individual learning needs

This policy has been guided by the following standards and practices of IB:

Environment

1. Student support 2: The school identifies and provides appropriate learning support. (0202-02)
2. Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Culture

1. Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
2. Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
3. Culture 2.2: The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

4. Culture 2.3: The school describes in its inclusion 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)

The GGS Inclusion Philosophy

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 ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Learning Diversity in the International Baccalaureate: 'The real meaning of inclusion is when we all get empowered to understand the needs of each child and can address it by going down to their level in an inclusive environment.'

This PDF contains the following documents:

1. Policy statement

The Individual Learning Needs department identifies, responds to, and supports the diverse needs of all students so that they can engage with the content and standards of the curriculum.

2. Policy rules

The school implements processes to identify, provide support, monitor and report the progress of the students who may be at educational risk.

3. Documented plan

An umbrella term used to describe a range of ways aiming at catering the educational needs of individual or smaller groups of students with identified learning support requirements.

It is primarily a teaching and learning planning document, and it identifies short to long-term educational outcomes.

Documented plans may have a variety of forms, including:

- Individual Education Plans (IEP)
- Behaviour Management Plans (BMP) Referral forms
- Weekly and Monthly Reports
- Formal inclusive assessment report

Implementation of Inclusion Policy

The school provides inclusive environment and individualized attention. The environment is barrier free, and professionals and students are sensitised towards each other's needs and strengths. Teachers and parents of students with learning support requirements are being empowered and oriented to work for their betterment.

Principles of Inclusive education followed at Genesis:

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

Steps followed at GGS to make inclusion successful:

1. Flexibility in Admission Policy- consent forms in admission package that parents need to fill at the time of admission.

2. Students with mild ADD/ADHD/Specific learning disability and other mild difficulties are included in the mainstream classes for academic input at grade level with intervention, accommodation and adaptations required to meet the grade level expectations of the curriculum.
3. Students with gifted intelligence associated with some challenges are assisted as per their needs.
4. All fortnightly plans are implemented in collaborative teaching and adaptations of the curriculum are done as per need.
5. Students with gifted intelligence are effectively empowered in the classroom through differential teaching and a challenging curriculum
6. Students with needs are integrated with grade level classes for activities and pulled out to transact the academic curriculum at their level. In the primary years students with mild Autism are included with attached shadow teachers and an integrated early intervention programme is provided to benefit them. The parents pay for the shadow teacher separately. Parents shadow special educators are not permitted.
7. Students with socio-emotional difficulties are counselled and guided.
8. Sensitization Activities are regularly held to prepare the environment for their acceptance in an inclusive set up.
9. Empowerment of all the faculty members by holding in-house training programmes and hands-on workshops on strategies to teach children with different difficulties are a required part of the Professional development at GGS.
10. Universal Designs of learning, modifying teaching methodology and the evaluation style are practiced accommodating each child in an Inclusive set up.
11. At GGS we are supporting children with some accommodation in academic subjects, and during formative and summative assessments together with regular guidance and counselling

Assessment Policy for the admission

Inclusive assessment arrangements of a learner with learning support requirements for the admission process:

1. The assessment is conducted by the team of learning support department in collaboration with teachers and the clinical psychologist.

2. The provision of a formal inclusive assessment report by a clinical psychologist is required for getting accommodation and compensation in all curriculums.
3. For the age group 7 years plus formal diagnostic assessment is required.
4. An observation of a learner conducted in a mainstream set up to identify the needs in the classroom.
5. A final call for admission is taken offering admission with Inclusion / Integration - as per the level of each child and as per our Inclusion policy.

Hostel for students with Learning support requirements:

1. Admission to the hostel is provided to students with Mild Specific Learning Disability.
2. Hostel facilities are not provided to students with ADHD/AUTISM.

Individual Learning Needs: Enrolment for service provision

Primary Years Programme

The ILN department at Genesis Global School is comprised of members who can handle Early Years, mild learning difficulties and socio-emotional challenges provided that the students are able to access the curriculum on offer. At present, the resource department at GGS is equipped to cater to children with mild Learning Disabilities. Our admissions policy requires parents to declare whether their child or children have any special learning needs. It is important that prospective parents disclose details of the diagnosis of the learning difficulties and challenges at the time of admission. If it becomes apparent that the nature of special needs was not disclosed during the admission process (for whatever reasons), the school reserves the right not to admit the child after assessment, i.e., if the student's needs cannot be met adequately by the school. The admission policy of GGS also requires that the parents to furnish standardized assessments (psycho-educational reports) to assess the needs of a child and to see if she/he would benefit from Individual Learning needs support being offered.

Middle Years Programme

In addition to the points mentioned above, the standardized assessment needs to be renewed after every 2 years to analyze the results and to reach specific diagnosis for further plan development. School reserves a right to remove the provision of support to the child if the renewed assessment reports are not provided.

Once the child is enrolled, the school reserves the right to recommend that the parents transfer the child to a more specialised educational institution if it becomes clear that the school does not have the capability to support the child's learning needs.

Enrolment process to provide ILN support

(If the student is identified post-admission)

Enrolment in ILN support in both PYP and MYP is a very detailed and robust procedure to further provide high-quality intervention to the children with different abilities.

1. Filling in the referral form by the teacher (HRT/subject teacher).
2. Classroom observation of the student by members of the Learning Support Department.
3. Interviewing HRT and other subject teachers for holistic understanding of the child's difficulties.
4. Informal- inhouse assessment of academics and behavior to identify various gaps.
5. Case conferencing within the team and HOD/ coordinators of the learning support department to lay down an intervention plan.
6. Formal meeting of the team with parents to discuss the strengths and challenges of the student and observations by the ILN specialist.
7. Signing of the ILN consent form by the parent to go ahead with support.

ILN Support levels

PYP

The level of support provided to children with individual learning needs depends upon the academic and learning demands they bring to the learning environment.

1. Handholding (Level 1)

Students with mild learning challenges are included in the mainstream classroom and receive ILN support in the form of remedial classes that are 2 days a week (30-minute sessions). The nature of support primarily includes strategies for modifying teaching, learning and assessment

processes. The resource teacher observes the child during 1 class a week on a rotational basis and works individually with him / her to check class progress.

2. Scaffolding (Level 2)

Students who need more input (beyond handholding) to make progress. They receive in-class support as well:

- Working in channels (if online)/short pull outs for 2 classes in a week: 1st lesson with the resource teacher, 2nd lesson with the Grade level co-teacher to scaffold concepts introduced in the class.
- Remedial support classes up to 5 days every week (30-minute sessions)
- Occupational Therapy sessions are part of the remedial plan and are provided based on the assessment of the needs of the child.
- The academic modifications are made according to the abilities and the learning goals of each child. The teacher and the resource professional use their inputs to collaboratively meet the curriculum demands in the individualized planning for the child.

3. Level 3 Support

Students with moderate to severe challenges which prevent them from making adequate progress even after Level 2 support get additional ILN support in the form of a shadow teacher. However, such a level of support is provided only if:

- It makes educational sense to keep the child in GGS i.e., the child can benefit from the learning environment and curriculum offered at GGS.
- The child's parents are able and willing to fund the full cost of providing the one-to-one support from a shadow teacher; whose work is carefully reviewed every three months to ensure the best fit between the child and the learning environment at GGS.

MYP

The level of support provided to children with individual learning needs depends upon the academic and learning demands they bring to the learning environment.

1. Handholding (Level 1)

Students with mild learning challenges are included in the mainstream classroom and receive ILN support in the form of remedial classes that are 2 days a week (30-minute sessions). The nature of support primarily includes strategies for modifying teaching, learning and assessment processes. The resource teacher observes the child during 1 class a week on a rotational basis and works individually with him / her to check class progress.

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- The academic modifications are made according to the abilities and the learning goals of each child. The teacher and the resource professional use their inputs to collaboratively meet the curriculum demands in the individualized planning for the child.

Students requiring Scaffolding and Remedial support receive assistance from the specialized team of professionals to equip them with functional, social and academic skills with a clear objective of developing the core competencies in each child.

The progress of the students is reviewed on a regular basis and the team works towards mainstreaming all the children within 1 year (or earlier) after being on support.

Language support

The school makes provisions for Individual Learning Needs (ILN) department, English as a second language (ESL), and Elementary Hindi language (EHL) for students. Elementary Hindi is offered from PYP 1, mostly to non-resident Indians and foreign students.

These are supported through the following activities and strategies:

1. Prior knowledge assessment,
2. Planning for different abilities,
3. Accumulating resources needed for each ability group,
4. Implementing teaching strategies,
5. Summative assessment of groups,
6. Remedial instruction,
7. Regular monitoring in the form of monthly formative assessments in oral and written expression,
8. Regular communication and collaboration with parents leading to improved performance,
9. Mapping the performance of students by maintaining a tracking sheet and passing records on to different levels.

Links between the Inclusion policy and other policies (Admission, Language, and Assessment)

Inclusion/Assessment of students:

1. GGS has assessment accommodations for students with learning needs coordinated by the ILN team in collaboration with teachers.
2. GGS has developed an English as a Second Language (ESL) programme and a well-equipped language lab.

Inclusion Practices:

1. Observation by teachers
2. Referral system
3. Informal-formal assessment
4. IEP's / work plan for each learner
5. Support in the classroom in collaboration with teachers
6. Modified academic plans documented regularly
7. Collaborative Teaching: A model at practice
8. Best Practices: multi sensorial, project-based learning, differential Learning
9. Academic Pull Outs: As per the need of the child
10. Accommodation to make the curriculum content, teaching methodology, and evaluation more accessible for each student
11. Counselling: for socio-emotional guidance
12. Provision of Occupational therapy
13. Sensitization activities: empathy building activities for everyone.
14. Students with language barriers, regardless of the reasons are referred to ESL to receive remedial support.
15. Students with specific language disabilities diagnosed through formal assessment and informal screening are referred to the Learning support department for remedial assistance.

Different Parameters of Inclusive education followed at GGS:

1. Infrastructure adaptations to make the environment barrier-free
2. Empowerment of environment and professionals working
3. Empowerment of peers and parents
4. Early intervention by a team of professionals
5. Giving an opportunity to each learner with learning support requirements to be inside the classroom as per their chronological age.
6. Universal Designs of Learning implementation: curricular teaching methodology to meet the needs of an individual with differences
7. Curriculum adaptation, collaborative teaching sensitization programme
8. Accommodation and compensation by specific education curriculum boards
9. Guidance and counselling

Counselling

The counsellor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence, and general well-being. As and when the need arises, parent counselling and family counselling are conducted too.

Detailed recording, and reporting is maintained for any further reference needed for each child under regular support.

For serious and more concerning cases, outside support, external experts, and specialised organisations are also involved to ensure student wellbeing, safety and security. (Details of handling serious cases are provided in the child protection/safety policy)

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Last reviewed: November 2022