



NES INTERNATIONAL SCHOOL MUMBAI - IB CONTINUUM WORLD SCHOOL

SCHOOL CODE: 003810



**Cambridge
Assessment
International
Education**

ACCESS AND INCLUSION POLICY

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ACCESS AND INCLUSION POLICY

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ACCESS AND INCLUSION POLICY

School Statement

At NESISM Special educational provision means: Provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. This policy ensures that strategies for curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student.

At NESISM the IB philosophy and practices are particularly significant, especially with the difference and diversity of the students enrolled in IB programs, we ensure that they receive meaningful and equitable access to the curriculum. We use collaborative teaching approaches to enhance the motivation to learn from multiple perspectives, which leads to positive outcome for all students.

Aims

- To create an environment that meets the special educational needs of each student
- To ensure that the special educational needs for each student is identified, assessed and provide for
- To clarify the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for student's special educational needs
- To enable all the students to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their ward's education
- To ensure that our students have a voice in this process

Educational Inclusion

NESISM is committed to a philosophy that inculcates international mindedness and thus offers candidates inclusive access to remove or reduce any disadvantage and removal of barriers to learning and participation .Our school aims at holistic development of each candidate through varied strategies for complete access to the curriculum .We at NESISM respect the fact that each candidate has

- Different educational and behavioral needs and aspiration;
- Require different strategies for learning as they have different learning styles;
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Access to the Curriculum

All the students of NESISM are entitled to a broad and balanced curriculum, which is taught using differential strategies to meet student’s special educational needs so as to enable them to:

- Understand the relevance and purpose of learning activities using technology
- Experience different levels of understandings and to achieve their personal potential that makes them successful achievers
- Lessons have clear differentiated learning objective and the school uses assessment to inform the next stage of learning.

Individual student’s education plans, which employ scaffold learning, feature significantly in the provision that the school provides. By breaking down the existing levels of attainment into finely graded steps and targets, the school ensures that student’s experience success.

The school supports students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy through inquiry. Wherever possible, the school does not withdraw students from the classroom. There are times, though, when to maximize learning, we ask the students to work in small group, or in a one-to-one situation outside the classroom.

Nature of Learning Difficulties

Children who come with documentation of their learning difficulties are interviewed by the Inclusion personnel and two senior administrative staff to ensure that the student can fit into the environment.

Prior to admission, an informal psycho- educational testing is conducted by the Learning Resources personnel to identify any learning issues. Students can also be referred by the teachers or parents.



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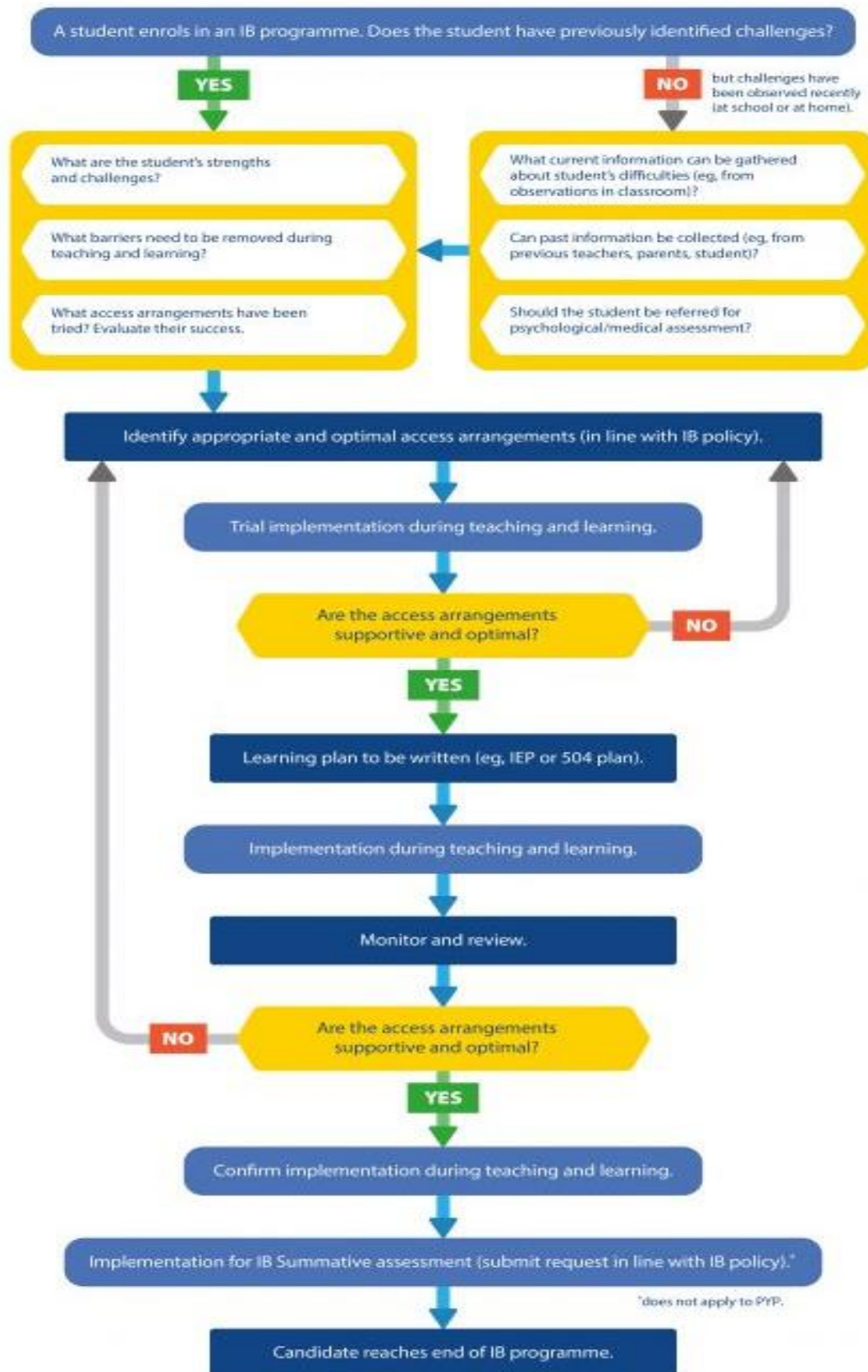
The inclusive access arrangements provided to the students are planned at the start or early on during the course of study and is incorporated depending on the level of difficulty analyzed by the school counselor and the inclusion coordinator.

Mild Difficulty may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers.

Moderate Difficulty may be defined as learning problems in two areas of academics both in Language and Math. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in one academic domain and be comorbid with attention deficits or behavioral concern.

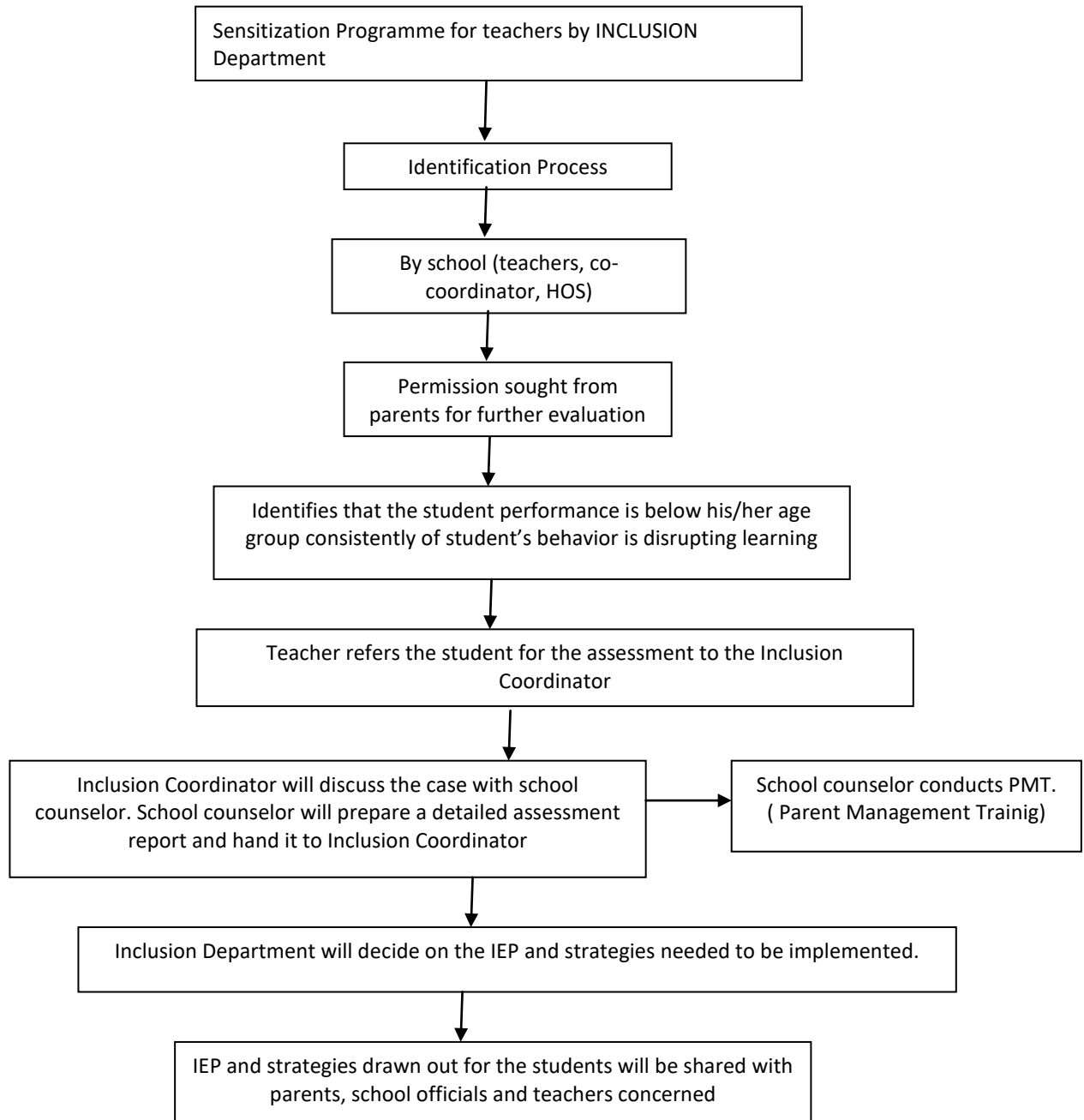
Severe Difficulties may be defined as learning problems in more than two areas of academic, communication and social skills. The intensity of the problems is within a standard score range which is significantly in the lower average range when compared to their peers. It can also be exhibited as a problem in academic domain and be comorbid with attention deficits or behavioral concern

Inclusive access arrangements: Decision pathway



Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

How Students Are Identified For Assessments



In some cases students join with their needs already assessed. All students are assessed when they enter our school (see Admission policy, Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our students.

Actions to be taken by class/subject teacher prior to involvement of the Inclusion

Coordinator

- Use existing information as a starting point.
- Highlight areas of skills to support in class.
- Use baseline assessment to identify what the student knows, understands and can do.
- Ensure ongoing observation/assessment to provide feedback so that assessment forms the basis of the next steps.
- Involve the parents
- Involve the student.
- Use differentiation to scaffold learning.
- Keep records of strategies used and their level of success. If these arrangements do not result in sufficient progress, the Inclusion Coordinator will be consulted.

Teachers and their support staff respond to student's need by

- Providing support for students who need help with communication, language and literacy;
- Providing inclusive environment which is effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners.
- Planning to develop student's understanding through the use of all their senses.
- Planning for student's full participation in learning, physical and practical activities.
- Helping students to manage their behavior and to take part in learning effectively and safely;
- Helping students to manage their emotions, particularly trauma or stress.
- Identifying the students preferred way of thinking after considering if an optimum match is to occur at various times throughout their schooling.
- Help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences

- Help to extend their academic language and concepts by providing opportunities to experience the enjoyment of reading, and be made aware of a wide range of genres for writing, which are crucial to developing student learning.
- Make use of assistive technology and software to enable learners with language issues to access material they can engage with.

Mild Difficulties	Moderate Difficulties	Severe Difficulties
Psycho-Educational assessments Educational Reports Remediation in the required skill Test accommodations Exam accommodations Class accommodations	Psycho-Educational Assessments Educational Reports Remediation in the required skills Test/Exam Modification Accommodations and Recommendations to be implemented by the subject teacher	Psycho-Educational Assessments Educational Reports Remediation in the required skills Para Educator in the classrooms Strategies are modified to accommodate the curriculum Test/Exam Modification Accommodations and Recommendations to be implemented by the subject teacher

The role of the Inclusion Coordinator is to

- Manage the day-to-day operation of the policy.
- Co-ordinate the provision for and manage the responses to student’s special needs;
- Support and advise colleagues;
- Oversee the records of all students with special educational needs;
- Act as the link with parents;
- Act as the link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision, and report to the governing body;
- Manage a range of resources, both human and material, to enable appropriate provision to be made for students with special educational needs;
- Contribute to the professional development of all staff;

A support assistant will take on both specific and general delegated responsibilities given to them by the Inclusion Coordinator.

Allocation of resources

The Inclusion Coordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with statements of special educational needs.

Assessments

We recognize that assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning. The purposes and outcomes of the assessment process are explicit to all. Elements of social interaction and personal growth should be part of the assessment process.

- Early identification is vital. The class teacher is responsible to inform parents at the earliest opportunity to alert them about the concerns and enlist their active help and participation. The class teacher and the Inclusion Coordinator assess and monitor the student progress in line with existing school practices. This is an ongoing process.
- The Inclusion Coordinator works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of student reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Coordinator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The school seeks a range of advice before making a formal statement. The needs of the student are considered to be of paramount importance.

Monitoring and review:

The Inclusion Coordinator monitors the movement of student within the Inclusion systems in school. The Inclusion Coordinator provides the HOS with regular summaries of the impact of the policy in the practice of the school.

The Inclusion Coordinator is involved in supporting teachers involved in drawing up Individual Education Plans for students. The Inclusion Coordinator and the HOS hold regular meetings to review the work of the school in this area. The Inclusion Coordinator



,counselor, coordinator and HOS with responsibility for special needs also hold term meetings.

The governing body reviews this policy annually and considers any arrangements in the light of the annual review findings. The Inclusion Coordinator reports the outcome of the review to the governing body.

Special Provisions:

NESISM is committed to provide quality examinations for all candidates, including those with special needs. We aim to ensure that all candidates have access to the examination process and are able to demonstrate their skills in the examination to the best of their ability.

Candidates with special needs will be offered the same examining standards as those applied to all other candidates. No concessions are made regarding the assessment criteria used. However, we will make special provisions for candidates who provide medical documentations of their disabilities and the special assessment needs which these necessitate.

We must be informed of the candidate's special assessment needs in writing at the time of enrolment, or it may worsen and may not be applicable after the closing date for enrolments. A request should be submitted for each exam for which the candidate enrolls, as information about special needs will not be kept on our system beyond the series of exams concerned. The only exception to this rule is where the candidate's needs are not likely to change from one exam series to another.

The registered psychiatrist psychometric reports of the student must be submitted to the Inclusion Coordinator who would then send it to the IB which in turn would notify the nature of accommodation/modification if needed, for the MYP E-Assessment and DP Examinations. However, in the school assessments/examinations the school may follow recommendation given in the registered psychiatrist psychometric report of the student.

The school will record, an Individual Educational Plan (IEP), the strategies used to support the student. The IEP will show the short-term and long term targets set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least twice a year.

If the IEP review identifies that support is needed from outside services, this will be informed to the parents. This may lead to additional strategies or strategies that are different from those used in School Action. This information will be included in the student's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the student's normal classroom setting.

If the student continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Coordinator. A range of written evidence about the student will support the request.

A range of strategies and approaches may include

- Ensuring that the student's strengths are used to build confidence and self esteem
- Using a multi-sensory approach to give students the opportunity to learn effectively in a way suited to their ability.
- Helping students overcome learning difficulties by, for instance, supplying frequent spoken instructions for students with reading difficulties.
- Including work recorded in alternative formats, supported by learning technologies.
- Employing active learning strategies giving student firsthand experience.
- Matching demands to level of attainment.
- Providing a range of activities to ensure participation.
- Providing similar work for a group but allowing different outcomes.
- Using clearly defined step by step approach promoting gradual development of concepts and skills.
- Using jargon free, unambiguous language starting from the student's own language, introducing words as needed.
- Explaining new words regularly to ensure understanding and use.
- Ensuring that the pace of the lesson takes account of the differences between students.

Early Intervention Strategies

A child must develop certain essential skills in preparation for his formal education.

The skills mentioned below are required for academic excellence.

1. *Visual Perception*

- Visual sequencing
- Visual categorization
- Visual memory

2. *Auditory Perception*

- Auditory sequencing
- Auditory categorization
- Auditory memory

Curriculum for early intervention

- Gross motor activities
- Fine motor activities
- Auditory activities and letter sound association
- Visual activities
- Language and communication activities
- Cognitive and reasoning skill activities
- Social skills – interpersonal relations
- Self-concept and to take care of their personal needs
- Cognitive activities like finding relationships, differences, sorting, compare and contrast and problem solving

Remedial Intervention Strategies: Only when instruction has failed does remediation take over. Difficulties of children in learning can be reduced and improved through appropriate cognitive stimulation. Children in a good remedial program are engaged as active learners and reflective learners.

In many instances, students perform poorly because they do not know —how to learn. Researches show that students can be taught how to learn by teaching those learning strategies. Learning strategies are techniques, principles or rules which enable the student to learn to solve problems and complete tasks independently. Learning strategy instruction focuses on both **how to learn and how to effectively use what has been learnt.**

Multi-sensory Teaching: The Orton-Gill Ingham approach to reading and spelling was a pioneer in championing the use of multisensory methods of teaching. With this method the students see, hear, say and write what they are learning.

Learning Strategies Curriculum, Study Skills, Thinking Skills Program

Strategies for reading

- Word Identification Strategy
- Self-Questioning Strategy
- Visual Imagery Strategy
- Inference Strategy
- Fundamentals of Paraphrasing and Summarizing
- Paraphrasing Strategy
- Word Mapping Strategy

Strategies for studying & remembering information

- FIRST-Letter Mnemonic Strategy
- Paired Associates Strategy
- Listening and Note-Taking

Strategies for writing

- Sentence Writing Strategy (Fundamentals)
- Paragraph Writing Strategy
- Theme Writing (Fundamentals)
- Error Monitoring Strategy
- Inspect Strategy (for word-processing spellcheckers)
- EDIT Strategy

Stage 1	Stage 2	Stage 3
Letter formation	Sentence writing	Error monitoring
Fundamentals of sentence writing	Paragraph writing	Word processing spellcheckers
Phonics	Theme writing	Edit strategy
Picture reading	Report writing - basics	Listening and note taking
		Report writing - advanced

Strategies for improving assignment & test performance

- Assignment Completion Strategy
- Test-Taking Strategy
- Essay Test-Taking Strategy

Strategies for effectively interacting with others

- SLANT - A Classroom Participation Strategy
- Cooperative Thinking Strategies
 - THINK Strategy (Problem Solving)
 - LEARN Strategy (Learning Critical Information)
 - BUILD Strategy (Decision Making)
 - SCORE Skills: Social Skills for Cooperative Groups
 - Teamwork Strategy
- The Community Building Series
 - Focusing Together
 - Following Teacher Instruction
 - Organizing Together
 - Taking Notes Together
 - Talking Together

Strategies for motivation

- Self-Advocacy Strategy
- Possible Selves

Strategies for Math

Stage 1	Stage 2	Stage 3
Counting numbers	Number line, square root, cube root, HCF and LCM- with help of a calculator or tables book	Profit and loss
Writing numbers in figures and words	Simple interest, geometry	Statistics
Addition, subtraction, multiplication, division		Trigonometry
Interpreting decimal numerals		

Students are permitted to use calculators which are approved by IB and CAIE.

Accommodations & Modifications for Students with Learning Difficulties

In order to participate successfully in the general education program, accommodations are provided for students with documented learning disabilities. Accommodations allows a student to complete the same assignment or test as other students but with a 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. 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 modifications. The Inclusion Department aims are to meet the academic standards with the necessary accommodations and modifications as per the IEP (Individualized Education Plan). Team accommodations/modifications are based on the individual need of students. These are some of the accommodations that can be extended to students who have been diagnosed with learning difficulties:

Classroom Accommodations	Examination Accommodations
<ul style="list-style-type: none"> • Appropriate seating • Handouts and notes • Encouragement and praise • Work to be completed in stages • Rubrics to help focus on assigned tasks • Demonstrating examples of -goodll work • Immediate feedback • Group work • Extended time for assignments and assessments 	<ul style="list-style-type: none"> • Testing in the separate and special venue • Additional Time during exams- 25% • Reader - Scribe - a candidate who requires access to writing may be supported by a scribe to produce written responses after approval from IB • Modified strategies for assessments • Accommodation for spelling, spacing and presentation errors

Accommodations for language and other content areas:

Reading Deficits	Writing Deficits	Test
<p>Text books:</p> <ul style="list-style-type: none"> • Provide summaries of chapters • Provide two sets of texts one at home/one at school for students who are disorganized/ forgetful • Provide the student with a list of discussion questions before reading the materials. <p>Curriculum:</p> <ul style="list-style-type: none"> • Specify and list exactly what the student will need to learn to pass the examination. Review this frequently. • Specify the outcomes in reading a chapter so the student will know what to look for before reading the chapters. 	<p>Reduce the impact that writing has on learning or expression knowledge without substantially changing the process or product:</p> <p>1. Change the demands of the writing rate:</p> <ul style="list-style-type: none"> - Allow more time for written tasks including copying, note taking and tests. - Allow students to begin projects/assignments early - Encourage key boarding skills to increase speed and legibility of assignments. <p>2. Adjust the volume:</p> <ul style="list-style-type: none"> - Give partial notes so the student can fill in the details under major headings. - Remove neatness or spelling as grading criteria for some assignments while the student is working on remediation in these areas/ - Reduce copying aspects of work. Worksheets can be given instead. <p>3. Complexity: Break writing into stages. Consider grading in stages and also on the final draft. The final draft could be just an edited draft rather than laborious copying.</p> <p>4. Change the tools:</p>	<p>Allow extra time to complete the tests - Allow a different venue for testing - Allow take home or open book tests</p> <ul style="list-style-type: none"> - Allow the student to complete an independent project as an alternative test - - Divide tests into small sections. <p>Time: - Allow extra time to complete a task</p> <p>Directions: - Use both oral/printed directions</p> <ul style="list-style-type: none"> - Repeated directions. - - Have student repeat the directions of a task. <p>Grading: - Provide a partial grade based on individual progress - Use daily or frequent grading averaged into a grade for the quarter.</p> <ul style="list-style-type: none"> - For revised test a passing grade is given - - Permit the student to work on missed problems to better the grade. <p>Assistive Technology: -</p> <ul style="list-style-type: none"> - Tape recorders to record the class lecture for students who have difficulty in auditory/visual processing - - Laptop for note-taking. - - Large print materials - - Books on disc - - Calculators.

		<ul style="list-style-type: none"> - Use cursive or manuscript - Allow students to use the line width of their choice. <p>5. Modifications: Volume</p> <ul style="list-style-type: none"> - Three written answers and part oral answers for acute written disability. - Reduce the length of the assignment. Stress quality over quantity. 	
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EVALUATION

Evaluation is conducted once a year to affirm the effectiveness of the special education program. Evaluation will be conducted to the following areas:

- Reviewing student files to make sure that necessary documents are filed.
- Ensuring that IEP's adequately meet the needs of the students and the interventions documented are effective in the students learning process.
- Special Education Teachers will be evaluated for constructive criticism to see if the IEP goals are implemented in their teaching.

SOCIAL NETWORKS Parental Involvement	Local School Network	Inclusion - Library
Parents will be informed when a student is enrolled in the program, about their progress in school. Parents are highly encouraged to share their observations and opinions and work with the staff in the Inclusion department to maximize their child's learning	To promote awareness of academic problems/ exceptionalities in a school setting the local schools will be encouraged to keep in contact with the Inclusion department of Singapore International School for further professional development in this field.	The Library in the Inclusion department will be open to all the teachers and the administrators for access on current trends in the field of special education. Inclusion Staff work with enthusiasm and commitment and in collaboration with the other class room teachers to generate creative and diverse solutions to the needs of students with exceptionalities by caring for them and providing assistance to students to be better equipped to deal with problems on an ongoing basis by prescribing a path of action.

Conclusion: At NESISM we strive to have an inclusive culture by meeting the academic, social, physical and emotional needs of all students through resources and a positive attitude to including students with special education needs, NESISM has developed systems and practices to put our commitment into action.

References

- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies: University of Kansas
- KIS SEN Policy
- SIS Inclusion Policy
- NESISM Language Policy
- IBO Access and inclusion policy November 2018
- NESISM Assessment Policy
- NESISM Admission Policy
- <http://www.ku-crl.org/sim/strategies.shtml>
- <https://blogs.ibo.org/blog/2019/09/23/how-do-we-decide-on-the-most-appropriate-inclusive-access-arrangements-for-our-students-using-a-thinking-and-planning-framework-to-provide-optimal-support/>



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Appendix 1

INDIVIDUAL EDUCATIONAL PLAN (IEP)

DATE: _____

NAME: _____

DATE OF BIRTH: _____

SEX: _____

GRADE: _____

AGE: _____

DATE OF REFERRAL: _____

DOCUMENTS AVAILABLE:

PAST ACADEMIC RECORDS:

THERAPY REPORTS AND OTHERS (SPECIFY):



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DIAGNOSIS MENTIONED IN MOST RECENT REPORTS:

STRENGTHS: AREAS TO BE DEVELOPED:

AREA: ACADEMIC SKILLS

LONG TERM OBJECTIVES

WRITING

READING



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COMPREHENSION _____

MATH _____

SHORT TERM OBJECTIVES
 WRITING _____

READING _____

COMPREHENSION _____



MATH

STRATEGY AND MATERIAL

OTHER AREA IF ANY: LONG TERM OBJECTIVES:

PERIOD GOALS

STRATEGY AND PROGRESS MATERIAL PRACTICE NEEDS



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ACHIEVEMENT

STRATEGY AND MATERIAL

Given by IB Meeting student learning diversity in the classroom