



# NES International School Mumbai -IB World School

## INCLUSIVE EDUCATION POLICY



British Quality Mark



BRITISH INSTITUTE FOR LEARNING & DEVELOPMENT

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## **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.

### **School Mission Statement :**

NES International School Mumbai, provides a holistic educational programme for students to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace-ambassadors and tomorrow's leaders in local as well as global context.

# IB Learner Profile

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Inclusive Education Policy

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**Revised in:** March, 2016

## **School Statement:**

At NESISM Special educational provision means: educational 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 curriculum planning and assessment for students with special educational needs take 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 programmes to 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 student are identified, assessed and provided 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:**

In our school we aim to offer excellence and subject choice to all our students, based on their ability or needs. We have high expectations from our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have 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 are entitled to a broad and balanced curriculum, which is differentiated to enable them to:

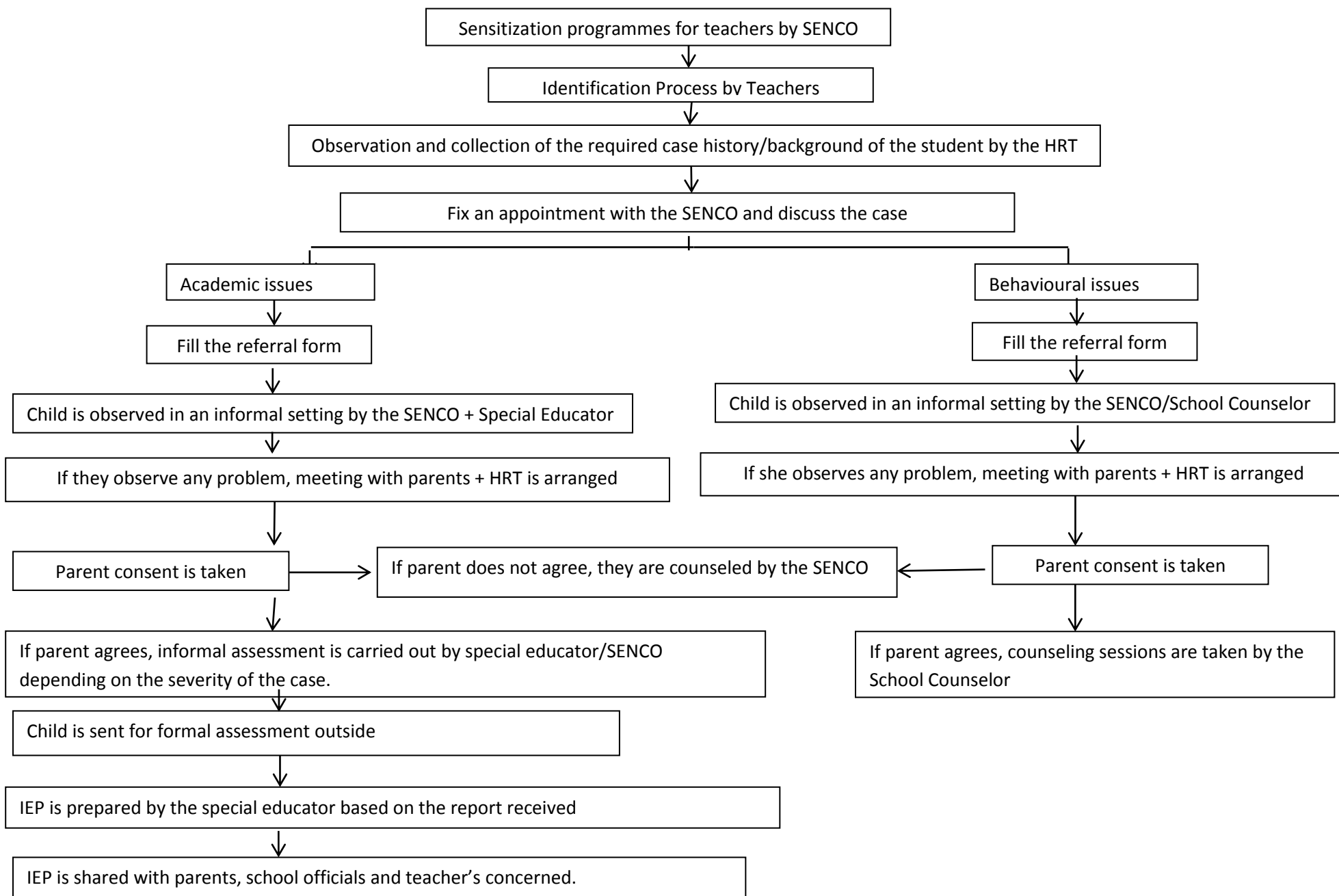
- understand the relevance and purpose of learning activities using technology
- experience different levels of understandings and to achieve their personal potential that makes them successful achievers.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear differentiated learning objective and we use assessment to inform the next stage of learning.

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

We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy through inquiry. Wherever possible, we do 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 inside/outside the classroom.

## How Students Are Identified for Assessment



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

- 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 SENCO will be consulted.

Teachers 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 (VARK)
- 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.
- helping learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences.
- helping 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.

**Essential Agreement of the teachers for special needs children:**

We agree to.....

- motivate the child
- have patience
- teach using different strategies
- provide one-to-one support whenever the child requires it
- encourage the child positively
- handle the child with love and affection

## **The School Action Plan**

School Action Plan is when a student is identified as having failed to make adequate progress. All teachers should provide intervention that is additional to or different from that provided as part of the school's usual differentiated curriculum. This may be in conjunction with the SEN Department. Interventions may include morning starter activity as well as an appropriate teaching group which may contain some learning support.

School Action Plan is initiated when despite receiving an individual programme or extra support, a student makes little or no progress over a specified period of time. The school will then seek advice from external support services to provide specialist assessments, give advice on teaching strategies and materials or to provide short-term support or train the staff. Finally, if no progress has been made, a statement of Special Educational Needs will be applied for.

If our assessments show that a student has a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's homeroom teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The homeroom teacher will keep parents informed about the progress of the child. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teachers and parents feel that the student would benefit from further support. The SENCO will then take the lead in further assessments of the student's need. We will record an Individual Educational Plan (IEP) and the strategies used to support the student. The IEP will show the short-term targets set for the student, and the teaching strategies to be used. In most cases, the review will take place at least twice a year.

If the IEP review identifies that support is needed from outside services, we will inform parents prior to consulting any outside services. In most cases, students will be seen in school by in house teachers and if required external support services will be sought. 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.



**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.

## 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
Picture reading	Genre Writing	Edit strategy
		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 Instructions Together
  - Organizing Together
  - Taking Notes Together
  - Talking Together

## Strategies for Maths:

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 IBO and CIE

## 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 SEN 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"><li>• Appropriate seating</li><li>• Handouts and notes</li><li>• Encouragement and praise</li><li>• Work to be completed in stages</li><li>• Rubrics to help focus on assigned task</li><li>• Demonstrating examples of good work</li><li>• Immediate feedback</li><li>• Group work</li><li>• Extended time for assignments and assessments</li></ul>	<ul style="list-style-type: none"><li>• Testing in the separate and special venue</li><li>• Additional time during exams- 30 minutes more for a 3 hour paper</li><li>• Reading out the question paper, if necessary</li><li>• Modified papers for assessment</li><li>• Accommodation for spelling, spacing and presentation errors</li></ul>

### Accommodations for language and other content areas:

Reading	Writing Deficits	Test
<p><b>Resource books :</b></p> <ul style="list-style-type: none"> <li>• Provide summaries of chapters</li> <li>• Provide two sets of texts one at home/ one at school for students who are disorganized/ forgetful</li> <li>• Provide the student with a list of discussion questions before reading the materials.</li> </ul> <p><b>Curriculum :</b></p> <ul style="list-style-type: none"> <li>• Specify and list exactly what the student will need to learn to pass the examination. Review this frequently.</li> <li>• Specify so the student will know what to look for before reading the chapters.</li> </ul>	<p>Reduce the impact that writing has on learning or expression knowledge without substantially changing the process or product:</p> <p><b>1) Change the demands of the writing rate :</b></p> <ul style="list-style-type: none"> <li>- Allow more time for written tasks including copying, note taking and tests.</li> <li>- Allow students to bring projects / assignments early</li> <li>- Encourage key boarding skills to increase speed and legibility of assignments.</li> </ul> <p><b>2) Adjust the volume:</b></p> <ul style="list-style-type: none"> <li>- Give partial notes so the student can fill in the details under major headings.</li> <li>- Remove neatness or spelling as grading criteria for some assignments while the student is working on remediation in these areas</li> <li>- Reduce copying aspects of work. Worksheets can be given instead.</li> </ul> <p><b>3) Complexity :</b> 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><b>4) Change the tools :</b></p> <ul style="list-style-type: none"> <li>- Use cursive or manuscript – allow students to use the line width of their choice.</li> </ul> <p><b>5) Modifications : Volume</b></p> <ul style="list-style-type: none"> <li>- Three written answers and part oral answers for acute written disability</li> <li>- Reduce the length of the assignment. Stress quality over quantity.</li> </ul>	<ul style="list-style-type: none"> <li>- Allow extra time to complete the test.</li> <li>- Allow a different venue for testing.</li> <li>- Allow take home or open book test.</li> <li>- Allow the student to complete an independent project as an alternative test.</li> <li>- Divided test into small sections.</li> </ul> <p><b>Time :</b></p> <ul style="list-style-type: none"> <li>- Allow extra time to complete the class.</li> </ul> <p><b>Directions :</b></p> <ul style="list-style-type: none"> <li>- Use both oral/ printed directions.</li> <li>- Repeated directions.</li> <li>- Have student repeat the direction of the task.</li> </ul> <p><b>Grading :</b></p> <ul style="list-style-type: none"> <li>- provide a partial grade based on individual progress.</li> <li>- Use daily or frequent grading averaged into a grade for the quarter.</li> <li>- For revised test a passing grade is given.</li> <li>- Permit the student to work on missed problems to better the grade.</li> </ul> <p><b>Assistive technology :</b></p> <ul style="list-style-type: none"> <li>- Tap recorders to recorders to record the class lecture for students who have difficulty in auditory/ visual processing.</li> <li>- Laptop for note taking.</li> <li>- Large print materials.</li> <li>- Books on disc- calculators.</li> </ul>

## Admission Guidelines for SEN Department

The admission policy of NES International School considers students with mild and moderate Learning Difficulties.

All the students who join us have already been in early education. In most 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.

**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 co morbid with attention deficits or behavioral concern.

Mild Difficulty	Moderate Difficulty
<ul style="list-style-type: none"><li>• Educational assessments</li><li>• Educational Reports</li><li>• Remediation in the required skill</li><li>• Test accommodations</li><li>• Exam Accommodations</li><li>• Class Accommodations</li></ul>	<ul style="list-style-type: none"><li>• Educational Assessments</li><li>• Educational Reports</li><li>• Remediation in the required skills</li><li>• Curriculum Modification</li><li>• Test/Exam modification</li><li>• Assistive Technology in classroom</li><li>• Accommodations and Recommendations to be implemented by the class teacher</li><li>• Exempt from Second Language with the required documentation for exceptional cases and for a period of time.</li></ul>

**The role of the SENCO is to:**

- manage the day-to-day operation of the policy.
- arrange for individual education plan (IEP's) through special educator.
- 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 between the school and the parents;
- act as the link between external agencies and school;
- monitor and evaluate the special educational needs provision, and report to the Pedagogical Leadership Team;
- 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;

**Allocation of resources:**

The SENCO 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.

**The role of a Special Educator is to:**

- prepare the IEP's
- implement them
- keep track of the progress of the child
- work in collaboration with the HRT's, SENCO and parents

**Role of School Counselor:**

The counselor nurtures, guides, and supports the social and emotional well-being of students, providing guidance in social skills one-on-one, in small groups, or with the larger classroom in conjunction with the teacher.

While addressing the academic, social, and emotional needs of students, the counselor also acts as a bridge between teachers and parents, working to create an environment where every student will have the tools they need to fulfill our school mission. The programmes are preventive, collaborative, developmental and remedial in nature. The school counselor will be available to students for personal, ethical, academic and social advice; to listen to the student's point of view; to deal with any issues they might be facing; help the students deal with transitions and teach the students to advocate for him or herself.



**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 identification of a student's need can be made by a number of people. The purpose and outcome 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 important. 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 special educator along with the SENCO assess and monitor the student progress in line with existing school practices. This is an ongoing process.
- The SENCO 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 special educator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators as per the students prepared IEP's wherever applicable.
- 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 SENCO monitors the movement of students in school. The SENCO provides the Principal with regular summaries of the impact of the policy in the practice of the school.

The SENCO is involved in supporting special educator involved in drawing up Individual Education Plans for students. The SENCO, Programme Coordinators and the Principal hold regular meetings to review the work of the school in this area.

The SENCO reviews this policy annually and considers any arrangements in the light of the annual review findings. The SENCO reports the outcome of the review to the Pedagogical Leadership Team.

**Special Provisions:**

NESISM is committed to provide quality assessments for all candidates, including those with disabilities. 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 disabilities 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 as per the concessions mentioned in the reports and referring the IB concessions.

We must be informed of the candidate's special assessment needs in writing before enrolment. 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.

SPECIAL PROVISIONS WHICH MAY BE PROVIDED BY THE SCHOOL (ONLY IF MEDICAL DOCUMENTATION IS SUBMITTED TO SENCO) will be as per the recommendations suggested by IBO in guidelines for SEN policy.

**INDIVIDUAL EDUCATIONAL PLAN (IEP)**

**DATE:** \_\_\_\_\_

**NAME:** \_\_\_\_\_

**DATE OF BIRTH:** \_\_\_\_\_

**SEX:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**AGE:** \_\_\_\_\_

**DATE OF REFERRAL:** \_\_\_\_\_

**DOCUMENTS AVAILABLE:**

**PSYCHOLOGICAL ASSESSMENT**

**MEDICAL REPORT**

**PAST ACADEMIC RECORDS**

**THERAPY REPORTS AND OTHERS: (SPECIFY)**

**DIAGNOSIS MENTIONED IN MOST RECENT REPORTS**

**STRENGTHS:**

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**AREAS TO BE DEVELOPED:**

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**AREA: COMPREHENSION**  
**LONG TERM OBJECTIVES:**

PERIOD	SHORT TERM GOALS	STRATEGY AND MATERIAL	PROGRESS	
			NEEDS PRACTICE	ACHIEVEMENT

**AREA: WRITING SKILLS**  
**LONG TERM OBJECTIVES:**

PERIOD	SHORT TERM GOALS	STRATEGY AND MATERIAL	PROGRESS	
			NEEDS PRACTICE	ACHIEVEMENT

**AREA: STUDY SKILLS**  
**LONG TERM OBJECTIVES**

PERIOD	SHORT TERM GOALS	STRATEGY AND MATERIAL	PROGRESS	
			NEEDS PRACTICE	ACHIEVEMENT

**OTHER AREA IF ANY:**  
**LONG TERM OBJECTIVES:**

PERIOD	SHORT TERM GOALS	STRATEGY AND MATERIAL	PROGRESS	
			NEEDS PRACTICE	ACHIEVEMENT

**MY INDIVIDUAL EDUCATIONAL PLAN**

**NAME:**

**GRADE:**

**I AM GOOD AT:**

**START DATE:** \_\_\_\_\_

**REVIEW DATE:**  
\_\_\_\_\_

<b>LEARNING TARGETS</b>	<b>HOW AM I DOING NOW?</b>

**WHAT DID I DO WELL?**

\_\_\_\_\_

**WHAT DO I NEED TO DO NEXT?**

\_\_\_\_\_

\_\_\_\_\_

**References :**

- IBO guidelines for SEN Policy May, 2013 – *Meeting student learning diversity in the classroom*
- IBO guidelines for differentiation

**This is a working document which will be reviewed every 2 years or when there is a change in IB Policy or as and when need arises.**