



DRSIS INCLUSION POLICY

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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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

DRS Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community with the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across, and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness.
- To empower our learning community to collaborate and strive to translate their learning into effective action, thereby promoting progressive thinking and global harmony.

INCLUSION POLICY

Definition and context

Philosophy

As an international school whose ethos embraces diversity in all aspects, and as one that strives to empower its learning community by nurturing the uniqueness of each of its members, DRS International School is deeply committed to inclusivity. With collaboration, and the appreciation of diversity being the cornerstone of the school culture, the school is dedicated to removing barriers to learning, and endeavors to create and promote opportunities for exploration and engagement for all students that meet their needs. The school recognizes that there exists learner variability in terms of needs and abilities, and believes in providing a safe, welcoming, and nurturing learning environment for all its students. The school subscribes to the principles of UDL (Universal Design for Learning) and strives to apply these to instructional goals, methods, materials, and assessments for students with diverse needs to support and empower them.

Terminology Paradigm Shift: From Special Educational Needs to Learning Support Requirements

In the publication *Learning Diversity in the International Baccalaureate programs* (2010), the IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” *IB Programme standards and practices* document the practices required by schools to demonstrate their support for learning diversity.

The IB expects that schools will be in different places along their inclusion journey. The guide has been designed to support this journey and the associated ongoing process of:

- increasing access and engagement
- removing barriers to learning.

Taking into account the learner profile and its importance in empowering students and the new *IB Programme standards and practices*, the guide is specific to IB World Schools. It is designed to facilitate inclusive school development by increasing awareness and knowledge of inclusive education and provoking discussion through reflection and inquiry. The statements and review questions, taken together, provide a self-review process that IB World Schools and staff can use to explore, inquire, reflect, define, and plan for inclusion in their specific context.

“IB 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.’ (IB mission statement 2004). Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community. Teachers are also rewarded professionally and personally as they develop an enhanced sense of community within each classroom.

The school will comply with applicable, legal and statutory laws within its jurisdiction

The IB's principles of teaching for Learning Diversity

The four principles of good practice in the IB learning cycle.

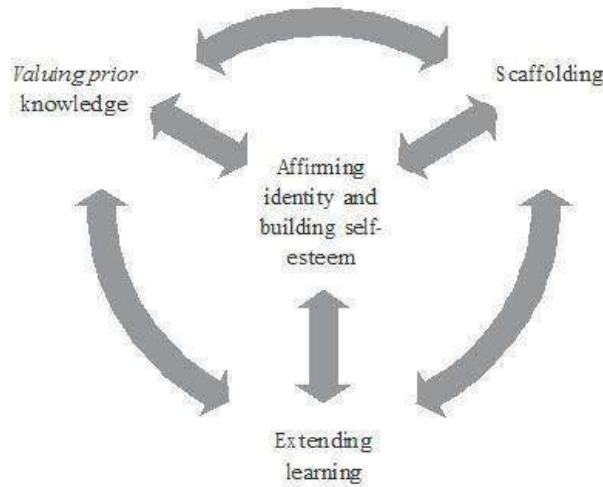


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

(Learning diversity and inclusion in IB programmes, pg.6, January 2016)

Purpose:

- To confirm that DRSIS recognizes that students may benefit from adaptations to general teaching approaches
- To ensure that supporting differently abled students' should align with the following aspect of the school's mission statement **"To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs and cultures of people across the world and in so doing develop international mindedness"**
- To develop an understanding of the range and limitations of the differently abled provision at DRSIS
- To create an environment that meets each differently abled child's needs within the limitations of our resources.
- To make the expectations clear to all constituting in the process of providing support for inclusion.
- To strive to ensure that the school remains committed to the ongoing implementation of this policy and endeavors to support students' diverse needs given any constraints or challenges in terms of the resources it may face.

It is accepted that all students:

- Have different educational and behavioral needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences
- Have the ability to become active, compassionate lifelong learners, who understand that other people with their differences can also be right
- Have the right to access the school's inclusion provisions.

School Admissions and Inclusive Education

- At the time of student admission, it is the responsibility of the family to make full disclosure of any inclusion needs. Any relevant documentation must be provided, including any testing that has been done. Any failure on behalf of families to disclose information could result in inadequate support
- As part of the process the school acknowledges the range of issues to be taken into account in the process of development
- The application process includes an assessment of language and mathematics, in addition to a meeting with the admissions department. Sometimes the Coordinator and Head of School are included to discuss the school's programmes and the family's goals in applying to DRSIS. An enrollment decision is made based on the data available.
- DRSIS has an inclusion department or faculty working exclusively on inclusion. Admissions are however limited to students whose identified needs and goals can be successfully met by the school.

The extent of Learning support needs at DRSIS

- Basic Specific and Multiple Learning difficulties excluding autism spectrum disorders and cases needing medical intervention.

Testing and Diagnosis

- The school does not diagnose or test students, however, the school recommends the eligible centers recognized and approved by the Rehabilitation Centre of India.

Identification of Inclusion Needs for current students

- Occasionally inclusion needs may only be identified after a child is admitted to the school, most likely by the student's classroom teachers
- Teachers are required to be aware of the likelihood of there being differently abled students.
- Attention is drawn to the procedures below which the teacher should follow after any identification of any inclusion need. This is especially crucial for teachers who are working with younger students.

Structuring support for differently abled students

- Student Concerns meetings will be scheduled several times through the year for each year group and will be chaired by the Head of the school along with the respective coordinator.
- In attendance at the Student Concerns meetings will be the counselor, Coordinator, and teachers of that year's group
- The school appoints qualified and experienced staff for the Inclusion Department
- The Inclusion Department consists of the coordinator, counselor, and Head of School. The classroom teacher/s or subject teacher/s will bring their observations with anecdotal evidence to the Inclusion Department meeting
- At the meeting, strategies will be discussed and implemented in the classroom, after a common understanding is established amongst the student's teachers
- The parents will be informed at this time by the coordinator of the school's observations asked for their input and given guidance on home support
- Parents will be strongly encouraged to share the results of this diagnosis with the school to help the school modify the learning environment appropriately for that student
- With all the information available, an Individualized Education Program (IEP) will be developed for that student that is achievable within the resources available. This may include extended deadlines, seating preference, extra tutoring, assistance with organization, access to technology, or work with the counselor

- The IEP will be reviewed at the beginning of each semester with the student's teachers and the Inclusion Department
- A decision will be made by the Inclusion Department on whether the student will continue with the IEP
- Records, testing, minutes, and details of any student IEP will be maintained with the counselor

Partnership with Parents

- We aim to promote a culture of cooperation with parents, schools, and others. We will do this by ensuring all parents are made aware of the school's arrangements for Inclusion, as described above and including:
 - Involving parents as soon as a concern has been raised
 - Providing access to the Inclusion Department
 - Supporting parents' understanding and access to external agency advice and support

Evaluating Success

The success of the school's Inclusion policy and provision is evaluated through:

- Continuous review of the effectiveness of the various intervention programs between the teachers, head of school, and counselor
- Analysis of student tracking data and test results
- For individual pupils: looking at both academic and non-academic achievement levels
- For cohorts: inclusion and awareness by others in the community
- School self-evaluation, using a variety of approaches
- Faculty Meeting discussion: at least once per semester.

Inclusion

- Generally, all plans to support a special educational need will be dealt with in the classroom environment
- Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers
- In DRSIS students are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy
- Wherever possible, students are not withdrawn from the classroom situation; however, we recognize that there are times when, to maximize learning, children need to work in small groups or on one situation outside of the classroom to close significant achievement gaps
- This needs to be a whole school approach.
- The school shall abide by the IB Access and Inclusion Policy to support student access needs in the IB Diploma Programme Examinations when required.

Differentiation:

Differentiation - It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue, and achieve appropriate personal learning goals. There is, therefore, an important link between differentiation and thoughtful and adaptive planning. There is also an important link with the idea that every teacher is a language teacher, as teachers also need to consider each student's language profile when considering pedagogical approaches to meeting individual learning needs.

Differentiated Instruction

- At the heart of the provision of an inclusive environment that celebrates diversity is differentiated learning
- Differentiated instruction is the practice of modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students to ensure both academic growth and success in their community and world
- Differentiation could include resources both inside and outside of the classroom based on the learning and emotional needs of a student. The counselor will maintain a list of generic resources to be shared for use during the implementation of this IEP
- Professional development of teachers on differentiation must be prioritized
- Provision of a central place such as a Dropbox folder should be made to enable the sharing of suitable resources. Depending on the nature of the resources, issues of confidentiality could need to be addressed here.

Barriers to learning exist when:

- teaching and learning do not address human commonality, diversity, and multiple perspectives
- professional development does not support the whole community in developing effective strategies to increase access and participation
 - organizational knowledge in developing effective strategies to increase access and participation is not maintained and sustained
 - the knowledge of all community members is not used to develop inclusive practices
 - the school does not provide inclusive assessment arrangements and reasonable adjustments for learning and assessment across all IB programmes.

Best Practices

We follow four basic principles of good instructional practice that promote equal access to the curriculum for all learners across the continuum. These practices are particularly relevant to those with special needs.

Affirming identity and building self-esteem are crucial elements of instructional practices. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem.

Prior Knowledge

When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge are taken into consideration.

Scaffolding:

Scaffolding is a dynamic practice in the learning process. It is a temporary strategy that enables learners to accomplish a task that would otherwise be too difficult to accomplish.

Differentiation:

Differentiation is the process of identifying, with each learner, the most effective strategies for achieving agreed goals. Differentiation can help learners access the content at an appropriate level through a variety of resources

Arrangements at School

- Modification in the presentation of the examination
 - Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and other processing issues for which they require this arrangement.
- Additional time:
 - Additional time for IB assessments and school-based assessments will be provided based on the eligibility criteria, linked to the degree of the access requirement.
- Access to writing:
 - Candidates who have difficulties in writing due to specific learning challenges, visual challenges, or fine motor challenges will be provided with the facilities of the scribe

Documentations Required:

- Diagnostic Assessment report.
- Teacher(s) observations
- Special Educator observation
- Sample of work
- Evidence of access in previous school/year groups/grades educational evidence
- Accommodations will be provided as per the guidelines.

Interschool progression

- After International Kindergarten, Grade 2, Grade 5, Grade 8, and Grade 10 the effectiveness of a student's individualized education program and the school's ability to meet the needs of that student will be assessed
- The evaluation will involve assessments of class work, the student's involvement in the school program, input from teachers, and meeting with parents
- If a student has been on an individualized program throughout one of these periods it will be expected that he or she will be able to progress to the next level of the school; however, students can only progress through the school if in the judgment of the Inclusion Department the student can gain value from being in the school and the school can appropriately meet the student's needs
- The final decision concerning progression to the next level of school is made by the Head of School.

Link with Admission Policy

DRSIS believes in supporting learning across various programmes and has a common admission procedure wherein a child is asked to register and take an Entrance Examination in certain areas. Logical Reasoning and Aptitude of the child is also checked. The student is required to submit the documents and a short interview is also conducted to check the communication skills and leadership skills of the child. If during the admission we have a child with Exceptional needs DRSIS welcomes them with full warmth and love. After the admission, a short meeting is called along with the adult present with the child at that time to understand the child better. The meeting is always chaired by the Principal along with Attendees. The Attendees may include the Coordinator and special educator. After the meeting, an Individual Plan to support the learning is prepared according to the child's needs. The teaching staff is also made responsible for the same to help achieve the student objective. The way they will be achieved, the staff that will be responsible, and the time frame for evaluation and review

Link with Academic Policy

DRSIS believes in creating a conducive and understanding environment for everyone and it is highlighted in our Mission Statement. DRSIS believes that students with exceptional needs have high self-actualization needs and will strive to meet them if they receive care with warmth and resilience. DRSIS ensures that students with exceptional needs have full access to the curriculum and that their needs are met across the board. DRSIS also encourages students to take an active role in their learning, and students with special needs, with the assistance of Facilitators, take ownership of their learning. These children are taught to be optimistic and to overcome adversity by using ethical approaches.

Link with Assessment Policy

The school's assessment policy is in line with IB requirements. DRSIS believes that every student has the right to attend school in a positive learning environment where they can meet their self-esteem needs. Our Assessment Policy is consistent with our Inclusion Policy because no one wants to be excluded and every human being has social needs. Being excluded from a social group can cause feelings of anxiety, doubt, loneliness, humiliation, and so on, so the DRSIS Assessment Policy is also prepared with exceptional students in mind. The school ensures that these students can meet the academic requirements of the curriculum but require additional assistance. DRSIS encourages students to participate and take responsibility. Teachers design question papers with the different needs of each student in mind, and many hands-on assignments are assigned. Differentiated learning is promoted for students to make the teaching-learning process more active.

Link with Language Policy

According to the admission form, students are expected to take an English language test followed by an interview. The test results allow us to assess the literacy levels of the new students to communicate with and make appropriate arrangements, as needed, in consultation with the language teachers.

In addition, inclusive access arrangements (as permitted by the IB) will be made for IBDP and school assessments. In addition, at the time of admission, parents are asked to provide sufficient evidence of any assessed learning and physical difficulties/disorders for the school to make appropriate inclusion access arrangements (as permitted by IB).

Process Of Review

The policy is reviewed annually and collectively by the Head of School, coordinators, and Heads of Departments, However, it can be reviewed in the wake of an unforeseen development, if the need arises. The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy. Any new procedures, measures, or technical requirements are introduced/ included.

Bibliography

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