



INCLUSION / SPECIAL EDUCATION NEEDS POLICY

PHILOSOPHY

C P Goenka International School recognizes that students come from a wide range of backgrounds and have diverse learning needs. Through our IB Career Programs, we seek to develop students who are inquirers, knowledgeable, caring and active life –long learners who are compassionate and open minded to the views of other people. We believe that all students, regardless of having a diagnosed special education need, are entitled to an education that fits their individual needs. Through the IB Career Programs, the school strives to give every student the best possible chance to maximize his/her learning abilities.

C P Goenka International School offers a conducive environment to help students realize their true potential by nurturing in them skills, such as creative thinking, teamwork, effective communication, problem-solving and being a lifelong learner which will help them blend in seamlessly into an ever-changing society. To enable our students in realizing that a true global citizen is one who respects diversity of gender and cultural background.

India, and particularly Pune has a complete dynamic and colourful demographic. Being referred to as the Oxford of the East with the presence of a wide range of educational institutions, it is home to students from all everywhere in India leading to a diverse population not only in terms of nationality but additionally in terms of gender, religion, ethnicity, and socioeconomic elements. We celebrate this diversity. The city has emerged as a major educational hub in recent decades, with nearly half of the total number of international students in the country studying in Pune.

We recognize that each student is unique, and that we celebrate. We understand that each student has a favoured learning and thinking style and we encourage different approaches to learning. Our unique and global approach to skill development focusses on providing education of foreign languages and exposure to global cultures of the world to create a more enriching experience to the learning curve of the students.

Considering that majority of the students have English as their subsequent language, we comprehend that student could also be at different levels of comfort with the language owing to various factors. Keeping this in mind, the

school and teachers are extra cautious that such factors don't prompt any kind of discrimination or disadvantage to the students.

We guarantee an individual focused methodology for a significant learning experience.

Our objective is to fulfil educational and social needs to provide a healing, nurturing and a sustainable environment.

Special Education Needs (SEN) refers to students who shows documented need of support or challenge beyond the standard curriculum. We intend to make certain that students who experience SEN will be provided with the support, accommodations and curricular changes required to enable equitable access to educational opportunities.

Appropriate precedence will be given to the development of each and every student's potential, including meaningful participation in the learning process, with peers in the common learning environment.

We promote the principle of fairness for students who require specialised curriculum needs.

INTRODUCTION

As mentioned within the school's Admissions policy, the school counsellor effectively participates in the parent/child interaction at the time of the admission to assess on the off chance that the child has any Special Education Needs.

C P Goenka International School strongly believes in imparting exceptional education to all children with a learner concentrated approach to education. With this in mind, we recognize the need for a coherent and robust guiding policy for students dealing with special learning needs, so that they have got the possibility to access learning and be incorporated into mainstream classrooms without concern of discrimination or distress.

We believe that each one students of C P Goenka International School ought to have significant and equitable access to the curriculum offered at the school. The academic framework of the school supports, values, and caters for student diversity and regards individual learning differences and preferences. This

framework permits students a prominent degree of autonomy and independence.

C P Goenka International School strongly advocates the concept of 'All Children can Learn and be Successful' and to that end believes that integrating students with needs with the mainstream classroom serves similar crucial purposes.

1. It permits children to create meaningful social peer relations.
2. It advances the other children in the classroom with an understanding and appreciation in their differences. It emulates empathy towards differently abled children and advances every individual of the local community developing the children into better global citizens full of solitude and appreciation.

At C P Goenka International School, we perform an 'evaluation of educational need' upon section to the school at the time of confirmation.

C P Goenka International school is only equipped to assist and oblige to students with mild or moderate special needs.

GUIDING PRINCIPLES

Learning Diversity: At C P Goenka International School, we recognize that owing to the student's varying identities, social situations, learning abilities and language backgrounds, students will have contrasting needs. We give a valiant effort to ensure that our students receive a high-quality education that fulfils the excessive requirements of the International Baccalaureate and do everything we are able to cater to those specific needs.

By enrolling your child at C P Goenka International School, you're agreeing to admire and promote the diversity of our student community. Our school policies are meant to include and inspire our diversity.

In accordance with IB philosophy we strongly believe that these programmes inspire students across the world to become dynamic, compassionate, and lifelong learners who recognize that different people, with their differences, can even be right.

During the admissions process, applicants will need to provide entire documentation in their educational history, academic evaluations, and details of extra academic or expert aid they have had.

Inclusion: C P Goenka International School endeavours to consider the distinction and diversity of the students enrolled within the school by ensuring extra individualised support to them, so they're included into the mainstream. The school ensures that they offer appropriate individualized support and services to all students without the defamation and segregation that accompanies division. We follow the following principles to an inclusive education as laid out by the International Baccalaureate (IB) (From Learning Diversity and Inclusion in all IB Programmes)

The IB supports the following principles of an inclusive education where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- all students in the school community have a voice and are listened to so that their input and insights are considered
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community

INCLUSIVE ACCESS ARRANGEMENTS

Students with Special Assessment Needs on IB Assessments

C P Goenka International School aims to make education accessible to all students to provide equivalent opportunities of learning. In its effort to have a least restrictive environment, parents are expected to provide all the assessment reports, testing report and other appropriate supporting documents to best address the needs of students to be engaged in learning. Reasonable changes and accommodations might be authorized to eliminate assessment bias, that could prevent students with special needs from demonstrating their insights and abilities.

Inclusion is an ongoing procedure that aims to increase access and engagement in learning for all students by identifying and eliminating barriers. Inclusive access preparations can be made in situations where these preparations may reduce barriers to the candidate's demonstration in their level of attainment.

Inclusive access arrangements can be essential due to:

- long-term period learning support requirements
- temporary medical conditions
- additional language learning

The motive of access preparations is to dispose of or reduce barriers that students might face in learning, teaching or assessments. Teachers need to constantly monitor student progress and needs to make sure that the student receives most suitable support.

The following table sheds more light on the IB policy for teaching and learning in context to access arrangements and which processes would require authorization from IB. This table also helps outline the arrangements that can be made for students and their corresponding needs.

Flexibility in duration of examination, course, or deadline	Authorization required?



Access to additional time	<u>Yes</u>
Extra time (for additional language learners)	<u>Yes</u>
Rest breaks	<u>No</u>
Deferral	<u>Yes</u>
Extensions	<u>Yes</u>
Extra opportunities to retake examinations	<u>Yes</u>
Flexibility in examination location	Authorization required?
Separate room	<u>No</u>
Seating	<u>No</u>
Alternative venue	<u>Yes</u>

Flexibility in presentation of the examination or input	Authorization required?
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Access to modification in presentation	<u>Yes</u>
Access to reading	<u>Yes</u>
Reader (for additional language learners)	<u>Yes</u>
Communicators	<u>No</u>
Sign language interpreters	<u>Yes</u>
Aids	<u>No</u>
Clarification of examination directions	<u>No</u>
Colour naming (for students with colour blindness)	<u>No</u>

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	<u>Yes</u>
Access to writing	<u>Yes</u>



Access to speech and communication	<u>Yes</u>
Access to a calculator	<u>Yes</u>

Use of human assistance	Authorization required?
Care assistant	<u>No</u>
Prompter	<u>No</u>
Communicator	<u>No</u>
Practical assistant	<u>Yes</u>
Reader	<u>Yes</u>
Scribe	<u>Yes</u>
Designated person to clarify examination directions	<u>No</u>
Designated person to name colours (for students with colour blindness)	<u>No</u>



Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	<u>Yes</u>

It must be noted that inclusive access arrangements should be made early in term to meet the student’s learning needs where applicable so that these methods are incorporated as the usual way to access classroom work and tests.

STANDARDS AND PRACTICES IN ACCORDANCE TO IB GUIDELINES.

- A:5 The school promotes responsible action within and beyond the school community
- A:9 the school supports access for students to the IB programme(s) and the philosophy.
- B2:8 the school provides support for its students with learning and/or special educational needs and supports their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles
- C2:3 The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed
- C3:10 Teaching and learning differentiates instruction to meet students’ learning needs and styles.
- C3:15 Teaching and learning encourages students to demonstrate their learning in a variety of ways
- C4:7 The school analyses assessment data to inform teaching and learning

ROLES AND RESPONSIBILITIES

Curriculum

Within the school curriculum, C P Goenka International School has made arrangement to provide students the opportunity to study about cultural diversity.

We intend to propose and exercise new methods of teaching and learning to assist students understand and appreciate diversity through intercultural learning that allows the students to learn.

We additionally inspire language learning, be it the mother tongue, the host state language, or an global language to inspire students to understand and appreciate all cultures and hold them to high value.

At C P Goenka International School we aim to educate a complete individual, to develop students not only academically however also emotionally, physically, and morally to attain their full potential.

Mentors

We believe creating a contented learning environment conducive to learning and inspire strong mentor-student relationships to assist new students, overseen students, or students with special needs to combine into the school community.

C P Goenka International School offers training to any or all its teachers and support staff to make certain that they're prepared to cope with student problems and issues during a culturally sensitive and inclusive way. We additionally offer ongoing possibilities to talk about and reflect on cultural, linguistic, ethnic, and social diversity.

IBCP Co-ordinator

C P Goenka International School holds a determined an aspirational vision to make a completely cohesive and inclusive society. One where the rights and admittance to fair opportunities for students with special necessities are assured and secured

The IBCP Coordinator guarantees that the suitable information is imparted to students, teachers, and families regarding comprehensive evaluation under conditions, and with accommodations, which are as fair as possible.

The IBCP co-ordinator furthermore ensures that the curriculum offers teaching and learning activities that are available to reduce barriers to participation in learning. This includes but isn't limited to:

- collaborative planning and reflection that includes differentiation for student's learning needs and styles



- the written curriculum presents possibilities and urges the school community to consider human shared characteristics, variety and to discover ideas from distinctive perspectives.

The IBCP co-ordinator additionally gives support in managing the teaching personnel and making sure that each one teaching personnel collaborate to assist the needs of the students within the IBCP.

Teachers

The IBCP teachers are directly responsible in providing support to their students within the classes because the teachers have most amount of interaction with their respective IBCP students and receive first-hand feedback from students. Hence the teachers must make sure that the developed curriculum supports learning which they will provide accessible teaching and learning activities.

Teachers are directly accountable for developing positive classroom environments conducive to blissful learning of all students. Teachers are continuously advocated to proactively perceive and eliminate barriers to learning in diverse student populations and adapt/ modify educational curriculum, teaching, and learning strategies as required. Teachers inspire and support students to discover more than one perspective. Teachers must reject the concept that some student might not be able to learn because of individual deficits however rather sought out new methods and techniques to make sure that each one student are given opportunities to study and capture up to speed.

Teachers will also have to make sure that students feel included in choices regarding them within the context of learning. Students must likewise be urged by teachers to broaden the attributes of the learner profile and to reflect upon themselves as learners.

Guided by the IB Coordinator, teachers are responsible for creating learning and teaching programmes through cautiously thought-out curriculum. This educational curriculum should be comprehensive and ought to give impartial equitable access to all or any students.



Teachers are also Mentors will be responsible for overseeing the requirements of individual students. They will often speak and discuss student progress and individual student requirements with the IBCP Coordinator and the Head of School.

ANTI-DISCRIMINATORY POLICY

C P Goenka School takes discrimination on any ground very severely. We levy a no-tolerance policy on discrimination primarily based on gender, social background, ethnicity, religion, disability, or any other factors.

Owing to its geographical location, C P Goenka International school features a diverse student and parent demographic. Discrimination on any grounds is taken very severely at C P Goenka International school with extreme repercussions.

PROMOTING INCLUSION AT SCHOOL- ESSENTIALS

- Having a complete and cohesive inclusion and special needs policy in place that is reviewed yearly and updated timely.
- Regular meetings with faculty members are conducted to verify that everyone parties have a clear know how of the IB expectations.
- Regular briefings with the student's parents / legal guardians to speak about the significance of and modifications to the policy if any. As essential stakeholders, parents/ stakeholders should be actively involved to assist successful implementation of this policy.

POLICY REVIEW

Inclusion is a continuous process that aims to expand access and engagement in learning for all students by recognizing and eliminating barriers. Bearing this in mind, this policy is subject to review yearly with the participation and contribution of head of school, parents, teachers, IBCP coordinator and school management.

BIBLIOGRAPHY

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