

***SILVEROAKS INTERNATIONAL SCHOOL
BANGALORE
INCLUSIVE EDUCATION POLICY***



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International Baccalaureate Organization

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 inter-cultural 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.

Silver Oaks International School

Mission Statement

To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



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 analyze 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 fore thought 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 recognize 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

Inclusion is a process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is s more about responding positively to each individual's unique needs. Inclusion is less about marginalizing students because of their differences.

(Learning diversity in the International Baccalaureate: Special educational needs within the International Baccalaureate programmes)

Silver Oaks firmly believes in an inside out approach to learning where character first and competence next are the priorities. Silver Oaks reassures every student that his/her self-esteem and self-worth is far more important than a performance in assessment. Affirming identity, valuing prior knowledge and creating supportive environment are the key factors in making inclusive education successful.

Silver Oaks respects and appreciates the diverse learning needs in students and renders support and encouragement to all students with sincerity and commitment. Providing inclusive education to all students is the primary responsibility of Silver Oaks.

Silver Oaks has chosen to adopt inquiry-based learning as it engages every learner in his/her own pace. Student centric methodology accommodates for independent learning styles and paces. Group learning methods and cooperative learning techniques essentially meet varying needs of students.

As additional support, school works on identifying learning gaps and disorders and uses the services of trained special educators and counsellors to help in building the gaps.

All teachers are expected to assess the prior knowledge of learners through a test and plan their teaching designs according to the diverse needs of students. Differentiated instruction, assessments and home tasks help in supporting the diverse needs of students.

By design, multiple intelligences and diverse learning styles are understood by all teachers and accommodated in all teaching/learning engagements.

From the stage of admission to inclusion in classrooms

At the time of admissions, all students go through an induction Programme, which is written, as well as oral. Transcripts of the same are curated. Teachers, parents and students refer to these curated records from time to time. In cases of learning gaps, parents are taken into confidence while preparing the dossier of the student. All remedial steps are well planned to help the student cope. Where need be, external professional help is sought for designing the remedial action.

In case of students with a history of special needs, they engage with the Head of the school, Special educator and year level teachers for better understanding. Conversations with parents and observations of the child are recorded and used for future reference.

Admission is given if the school is capable of providing the required support to the student.

In cases where there is no history but identified with special needs:

- Teachers with the help of the special educator, try to understand the evident gaps between year level expectations and age of the student.
- Teachers use a check list designed by the specialist educator to understand the needs of the student
- Teachers observe academic, behavioral, emotional difficulties in the students. Depending on the need, the teachers or special educator will take care of the student.
- Diagnostic tests are conducted, independent of school to understand the needs of the student. In all remedial plans, parents are included, and teachers extend support to the special educator.
- If the child exhibits behavioral concern, he/she is referred to student counselor for regular counseling sessions.
- If the child exhibits concerns with learning, support is provided by the teacher and special educator with the recommendations provided by independent report.

Facilitating inclusive learning

A harmonious and positive climate is diligently built across the school to make every student feel emotionally, socially and physically safe.

Teachers provide differentiated learning opportunities for all and provide materials appropriate to their interests and abilities. This ensures that all students have a full access to the school curriculum. Individual progress is the main indicator of success.

Differentiation happens in content, process, product and environment.

Arrange of learning opportunities is provided to all. School has a resource room where the special educator supports students who need special tutoring.

This educational support is designed to make sure the inclusion model is in position that these students get adjusted to the regular classroom instruction.

The special educator undertakes responsibilities such as identifying the needs of a student, planning a Programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs.

Through the special education center, School supports children with various kinds of challenges such as Learning disabilities, slow learners, Asperger's Syndrome, Mild hearing Impairment and ADD/ADHD.

Accommodations are provided by external examinations for the boards depending on the curriculum opted by the child with special needs. Special accommodations during the boards as required by the students shall be applied in advance to the external examination department.

Realizing the School's beliefs and IB standards in Inclusive education

- *Individual Education Plan (IEP)*- An Individualized Education Plan is maintained for all the students with special needs after the assessment in order to enhance the skills that are deficient for the overall performance of the student.
- Individual case files are maintained to record the progress of each student with special education needs.
- Communication of the student's progress and other details happens through timely emails, telephone conversation with the parents periodically.
- The formative and summative tasks are differentiated using assessment strategies and tools according to the child's abilities.
- The student's progress is recorded periodically either by the teacher or special educator.
- Students with special needs get a detailed anecdotal report at the end of each term.
- All year level teachers regularly meet with special educators in order to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

Culture of learning

At Silver Oaks, a culture of learning is diligently created to encourage students, teachers and parents to thrive in the positive learning climate and reap the best out of it. Making the **learner as an agent** and encouraging the learner to build a **learning agency** realizes the lofty goals of inclusive education.

Counselling and Wellness Centre: Roles and Beliefs

The Counselling and Wellness Unit at Silver Oaks International School aims at building a forum providing a safe space for mental health in the school environment. While we believe that intellectual and physical development are important, we also believe in acknowledging and building the emotional and social well-being of a child. We further aim to work with parents and faculty members so as to enhance mental health awareness among students equipping them to build sustainable support systems around them.

The school caters to the needs of children with developmental delays, attention deficits, learning difficulties, adjustment issues, emotional concerns and behavioural difficulties. We believe that every student is capable of and has the ability to work on themselves, using effective mechanisms.

Working with students individually, identifying workable strategies and applying them to the fullest potential, we believe is essential for individual growth.

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

As a special educator, she guides the teachers on identification of common learning gaps in students. She also prepares a checklist for teachers to understand students with special needs. Sharing her time between classroom observations and giving support to students with special needs, counselor cum special educator plans her time effectively to realize the inclusive education policy of the school.

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 crux of the entire counselling and wellness unit is based on acceptance, trust and confidentiality so as to establish a good working rapport between the student and counsellor.

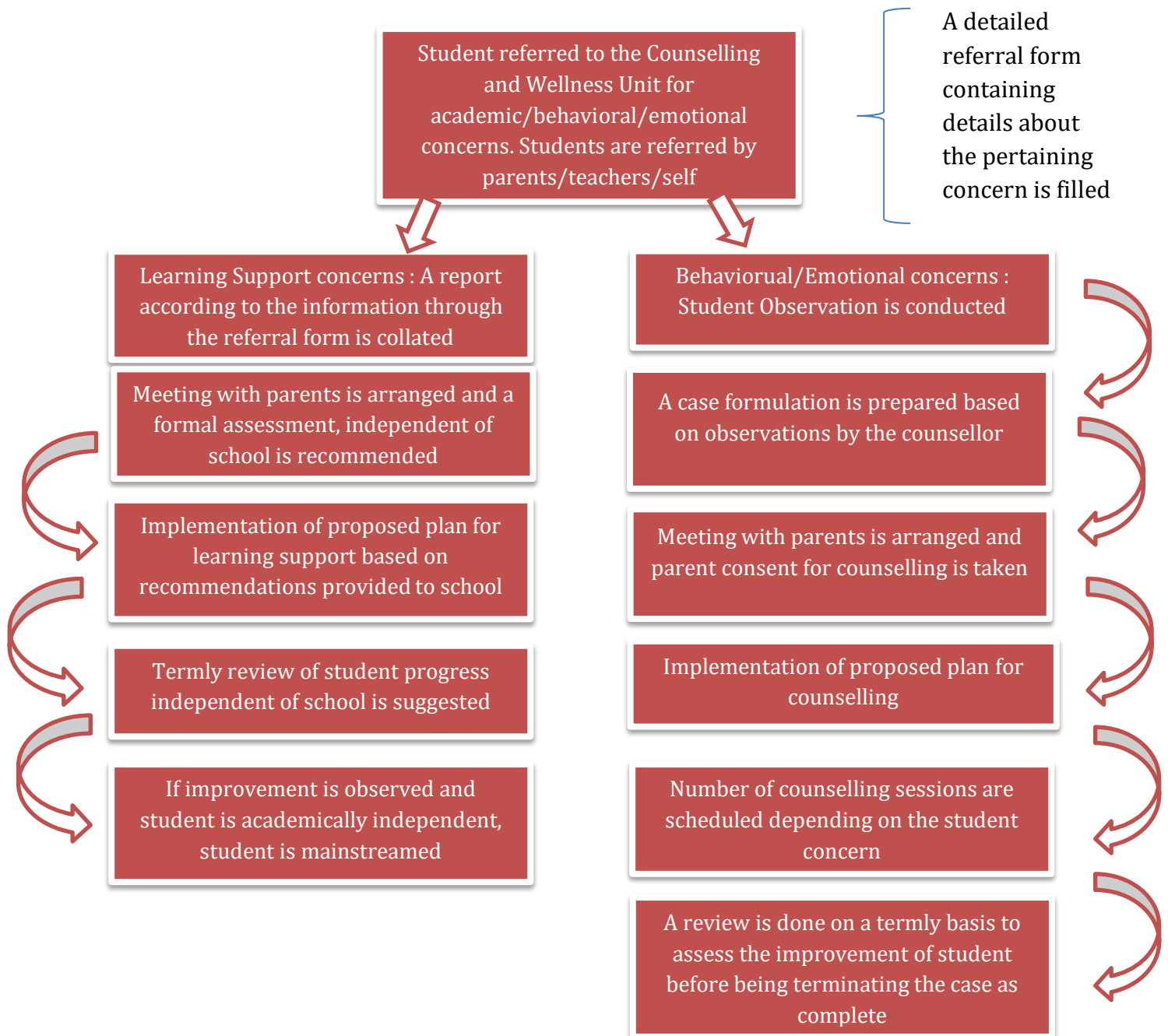
The Middle Years and Diploma Programme Counseling Program at Silver Oaks International School are guided by referrals through parent/teacher/self. A formulation of the case is followed by an intervention plan. The number of sessions

with the student/s depends on the intensity of student distress. If required, the student maybe advised to seek help from a specialist for testing and therapy independent of school.

Counselling is held as individual or group session based on the need.

Regular and consistent classroom observations are scheduled to identify and support need based behavior patterns. Group sessions with students are conducted on a regular basis to create a sustainable and supportive mental health environment.

Procedure



Recording and Reporting

Referral Form

A referral form is a detailed, comprehensive form pertaining student behavior and information which is filled out by the teacher who intends to referral a student for academic/behavioural/emotional concerns.

Student Observation Form

A student observation form is a detailed, comprehensive report of the counsellor who observes the referred student in the classroom set up. This form is collated for better understanding of student behavior.

Parent Consent Form

Counselling a student as a minor (below the age of 18) will require the parent/guardian consent with the presenting case by the counsellor. This form contains a detailed explanation of what counselling is, the risks and benefits of counselling and the confidentiality approach of counselling. This is further signed by the parent to provide consent for the counselling sessions to be scheduled.

Student Consent form

This form is present for the student to have a clear understanding of what counselling is. This is further signed by the student and counsellor post the parent consent.

Parent Interaction form

A parent interaction form contains details of the parent meeting with the counsellor wherein student concerns, parent concerns and proposed plan for goals are recorded. This charted out plan will be followed in school and at home.

Classroom Observation Form

On a periodic basis, using the classroom observation form, the counsellor observes students in a classroom set up, recording any behavior pattern that could be identified as a prolonging concern.

Case formulation

A case formulation is a detailed form of the observed, conclusive behaviour of a student as recorded by the counsellor. This formulation record gives insight into aspects of the case that requires addressing.

Learning Checklist

This form consists a basic learning checklist which the counsellor/special educator uses to identify academic concerns of a student through observation.

Sustaining the Goals of Inclusive education

A committee comprising of Director Education, Principal and Coordinators along with teachers will periodically assess the realization of this policy. Depending on the needs, recruitment of more trained staff will be done to ensure that all students thrive in the learning environment of the school.

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