

Inclusion Policy- 2021-22

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013: 3)

SilverOaks Inclusion Policy was drafted with the following IB standards kept in mind and it's linked to the school's Admission policy.

Standard and Practices (2014)

B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Standard and Practices (2020)

Environment (02)

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture (03)

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1 The school implements and reviews an inclusion policy that meets IB guidelines.

2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Aim and purpose of Inclusion Policy

IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. The purpose is to support schools in structuring and developing the practices of inclusive education. Addresses the IB standards and practices. Intended for school leaders, programme coordinators, all IB educators, learning support, consultants.

What is inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Learning support in IB PYP @ SilverOaks International School

We strive to follow the practices and procedures developed by the school's leadership team, programme coordinator and all IB educators, **to remove barriers to learning in our classrooms.**

Inclusive values are reflected through the following

- Every educator is an educator of all students. Given the fact that every child learns differently at a different pace, teachers are trained to recognize, adapt and accommodate those learning needs.
- Teachers are encouraged to give individualised/ differentiated instruction through four ways: 1) content, 2) process, 3) product, and 4) learning environment to meet and respond to individual students' needs.
- Flexible groupings within classrooms, prior knowledge assessment and formative assessments to discover students' strengths and areas to focus targeted instruction on, open ended learning engagements designed to address students' level of readiness.
- Weekly **Enrichment classes** are given within the school hours to all the learners in small groups. It provides additional instructional support and resources to help students who are performing below or above grade level to obtain the necessary academic skills in reading and math.
- All students in the school community have a voice and are listened to so that their input and insights are taken into account.

- 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.
- The school relies on the information provided at the time of admission by the parents /guardians. At the time of admission, an induction test and interaction takes place between the admission team , HOS, child and parent to identify the child's strengths and stretches. It allows school to identify if a child needs learning support and the same is discussed with parents to plan the learning support from both school and home.
- Certain learning delays/disorders are addressed by special educators and any problems beyond her expertise are recommended to experts in the city.
- Special educators observe and attend the classes to observe students in case a request is made by the teacher to help her identify and report the issue.
- Multilingualism is recognized as a fact, a right and a resource. School promotes it through various events such as language day, grandparents day, celebration of international mother language day (IMLD) and bi lingual story sessions.
- School library is well stocked with books available in many different languages. Teaching learning and development of language in students is a collaborative responsibility of all teachers.
- The sound and balanced use of technology in teaching and learning. It is accessible to all members in school community to collaborate, promote intercultural understanding, global engagement and multilingualism,

Responsibilities of SilverOaks Community

Everyone involved in the programme including students, teachers, parents and administrators, are expected to have a clear understanding of the purposes of Inclusion Policy and its practical application in the programme. The policy is shared with the entire community by providing access through the school website and in the school.

- **Responsibility of HOS**

1. HOS assists in promoting and directing high standards of teaching and learning for learning support and in overall implementation & confidentiality of this programme.
2. HOS will work collaboratively with the teaching team to support students with special education needs.
3. Provide information on training/webinar on special education to teachers when available.

4. Maintain discretion and confidentiality in providing special education needs services.

- **Responsibility of Teachers**

1. All teachers will participate in all required training when available.
2. All teachers will identify learners, inform and discuss academic plans with the HOS and coordinator.
3. All teachers will maintain accurate records of students' progress and discuss the strategies and interventions needed to cater to the individual student's needs with their parents.
4. The homeroom/subject teachers will provide differentiated instructions and content to support and scaffold the learning of students.
5. The homeroom/subject teachers will maintain discretion and confidentiality in providing special education needs services.

- **Responsibility of Parents**

1. Partnership with parents plays an active role in a child's education, enabling students with special needs to achieve their potential and the best ways of supporting them.
2. Parents will communicate to the school all information and documentation regarding their child's special needs at the time of admission.
3. Parents will be available to meet homeroom/subject teachers on a regular basis and ensure that the child attends enrichment and other special classes.

Bibliography

<https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/inclusive-education-en.pdf>

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<http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/>