



## DELHI PUBLIC SCHOOL, BANGALORE EAST- IBCP

### INCLUSION / SPECIAL EDUCATION NEEDS POLICY

#### A) PHILOSOPHY

At DPSBE, we believe in fostering a supportive and inclusive environment for every learner so that the focus is always on appreciating each individual, celebrating our differences, and learning from each other. Strength in unity and diversity is what we strive towards so as to encourage students, teachers and all stakeholders towards international mindedness. This supports the value we place on Learning Diversity and Inclusion.

India, and especially Bangalore City is a very dynamic and vibrant demographic. Being the metropolitan hub, it is home to students from all over the country leading to a diverse population not only in terms of nationality but also in terms of gender, religion, ethnicity and socioeconomic factors. We celebrate this diversity .

We acknowledge that every learner is unique and we celebrate that. We understand that every student has a preferred learning and thinking style and we encourage different approaches to learning.

Keeping this in mind, the school and teachers are extra vigilant that such factors do not lead to any sort of discrimination or disadvantage to the students.

At DPSBE we ensure that students who experience SEND (special education needs and disabilities) are provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. School will continue to support IBCP students as well.

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

We promote the principle of equity for students who require special education needs.

#### B) INTRODUCTION

As mentioned in the school's Admissions policy, the school counsellor actively participates in the parent/child interaction at the time of the admission process to evaluate if the child has any Special Education Needs.

DPSBE strongly believes in providing quality education to all children with a learner-centred approach to education. With this in mind, it recognizes the need for a coherent and strong guiding policy for students facing special learning needs, so that they have the opportunity to access learning and be integrated into mainstream classrooms without fear of discrimination or distress.

We believe that all students of DPSBE should have meaningful and equitable access to the curriculum offered. The pedagogical framework of the school supports, values and caters for student diversity and respects individual learning differences and preferences. This framework allows students a greater degree of autonomy and independence.

DPSBE strongly advocates the concept of 'strengths in our differences' and to that end believes that integrating students with special needs with the mainstream classroom serves two equally important purposes.

1. It allows children to form meaningful social peer relations.
2. It enriches the other children in the classroom with an understanding and appreciation of their differences. It emulates compassion towards differently abled children and benefits each member of the community developing the children into better world citizens full of compassion and appreciation.

At DPSBE we carry out an 'assessment of educational need' (as mentioned in our admission policy) upon entry to the school at the time of admission.



*Community of learners, International Mindedness, From Principles into practice 2019*

### **C) GUIDING PRINCIPLES**

**Learning Diversity:** At DPSBE we understand that owing to the students' differing identities, social situations, learning abilities and language backgrounds, students will have differing needs. We do our best to ensure that our students receive a quality education that meets the high standards of the international baccalaureate and do everything we can to cater to those particular needs.

By enrolling your child(ren) at DPSBE, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In accordance to IB philosophy we strongly believe that 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.

**Inclusion:** everyone has an equal right to education. We strive to increase access and engagement in learning programmes for all students by identifying and eliminating hurdles. 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 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
- diversity is understood to include all members of a community

#### **D) CAREER PROGRAMME**

The IBCP Coordinator must be informed of students who may require inclusive assessment arrangements before Grade 12 final examinations.

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be sent to the IB by the school. The IB will then make their decision on the basis of that documentation.

Requests for such arrangements must be made by the beginning of November of Year 11. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible.

*Ref: IB Diploma Programme Assessment Handbook 2017 – 2018*

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written examinations, the use of a word processor and a reader.

## **E) INCLUSIVE ACCESS ARRANGEMENTS**

### **Students with Special Assessment Needs on IB Assessments**

DPSBE believes that all students should have the opportunity to take their examinations and assessments under conditions that are as fair as possible. Reasonable modifications and accommodations may be authorized to eliminate assessment bias, which could prevent students with special needs from demonstrating their knowledge and skills.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusive access arrangements may be made in circumstances where these arrangements could reduce barriers to the candidates demonstration of their level of attainment. Inclusive access arrangements may be necessary due to:

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

The motive of access arrangements is to eliminate or reduce barriers that students may face in learning, teaching or assessments. Teachers must continuously monitor student progress and needs so as to ensure that the student receives optimal 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.

*Ref: Access and inclusion policy , International Baccalaureate Organization 2018*

**Below table is provided for the quick understanding to all the stakeholders**

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

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

<b>Flexibility in method of response</b>	<b>Authorization required?</b>
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>

<b>Use of human assistance</b>	<b>Authorization required?</b>
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>

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

It must be noted that inclusive access arrangements should be made early in grade 11 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.

### **Inclusion, IB Learner Profile & Approaches to Learning**

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion. An inclusive learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others

*(Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015).*

#### **F) STANDARDS AND PRACTICES IN ACCORDANCE TO IB GUIDELINES**

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

#### **G) ROLES AND RESPONSIBILITIES**

##### **Curriculum**

Within the school curriculum, DPSBE has made provisions to give students the opportunity to learn about cultural diversity.

We aim to endorse and practice new ways of teaching and learning to help students understand and appreciate diversity through intercultural learning that enables the students to benefit.

We also encourage language learning, extend the support towards the languages offered at school to encourage students to accept and appreciate all cultures and hold them to equal value.

At DPSBE we aim to educate the whole person, to develop students not only academically but also emotionally, physically and morally to achieve their full potential.

## **Mentors**

We believe in creating a happy learning environment conducive to learning and encourage strong mentor-student relationships to help new students, foreign students or students with special needs to integrate into the school community.

DPSBE provides training to all its teachers and support staff to ensure that they are equipped to deal with student problems and issues in a culturally sensitive and inclusive way.

## **IBCP Co-ordinator**

DPSBE holds a determined an aspirational vision to create a fully cohesive and inclusive society. One where the rights and access to equitable opportunities for students with special needs are assured and protected.

The IBCP Coordinator ensures that the appropriate information is imparted to students, teachers and families regarding inclusive assessment under conditions, and with accommodations, that are as fair as possible.

The IBCP co-ordinator additionally ensures that the curriculum provides teaching and learning activities that are accessible so as to reduce barriers to participation in learning. This includes but is not limited to:

- collaborative planning and reflection that incorporates differentiation for students' learning needs and styles.
- the written curriculum provides opportunities and encourages the school community as a whole to reflect on human commonality, diversity and to explore ideas from different perspectives.

The IBCP co-ordinator also provides support in managing the teaching staff and ensuring that all teaching staff collaborate to support the needs of the students within the IBCP.

## **Teachers**

The IBCP teachers are directly responsible in providing support to their students in the classes as the teachers have maximum interaction with their respective IBCP students and receive first-hand feedback from students. Hence the teachers need to ensure that the developed curriculum supports learning and that they are able to provide accessible teaching and learning activities.

Teachers are directly responsible for creating positive classroom environments conducive to joyful learning of all students. Teachers are constantly encouraged to proactively identify and eliminate barriers to learning in diverse student populations and adapt/ modify curricula, teaching and learning strategies as needed. Teachers must reject the idea that some learners may not be able to learn due to individual deficits but instead sought out new ways and strategies to ensure that all students are given opportunities to learn and catch up to speed.



Teachers need to build a relationship of trust with their students that fosters a sense of belonging to the community, where students feel cared for, understood, valued, appreciated and safe.

Teachers will also need to ensure that students feel included in decisions regarding them in the context of learning. Students must also be encouraged by teachers to develop the attributes of the learner profile and to reflect upon themselves as learners.

Guided by the IB Coordinator, teachers are responsible for developing teaching and learning programmes through carefully thought out curriculum. This curriculum must be inclusive and should provide equitable access to all students.

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

#### **H) ANTI-DISCRIMINATORY POLICY**

DPSBE takes discrimination on any ground very seriously. We levy a no-tolerance policy on discrimination based on gender, social background, ethnicity, religion, disability, or any other factor.

Owing to its geographical location , DPSBE has a diverse student and parent demographic. Being a metropolitan city, the students as well as teachers of DPSBE belong to varied ethnicities, religions and socioeconomic factors making it a very vibrant community that learns from each other and appreciates one another. Discrimination on any grounds is taken very seriously at DPSBE with severe repercussions.

#### **I) PROMOTING INCLUSION AT SCHOOL- ESSENTIALS**

- Having a comprehensive and cohesive inclusion and special needs policy in place that is reviewed annually and updated timely.
- Regular meetings with faculty members are conducted to verify that all parties have a clear understanding of the IB expectations.
- Regular briefings with the student's parents / legal guardians to discuss the importance of and changes to the policy if any. As important stakeholders, parents/ stakeholders must be actively involved to assist successful implementation of this policy.

#### **J) POLICY REVIEW**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when Programme coordinators deem it to be necessary, but certainly no later than 2 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals with the participation and contribution of head of

school, parents, teachers, IBCP coordinator and school management. It is shared with all stakeholders.

#### **K) BIBLIOGRAPHY**

- The continuing quest for inclusion, IB world archive, 2014.
- Access and inclusion policy , International Baccalaureate Organization 2018
- Community of learners, International Mindedness, From Principles into practice 2019
- Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015
- IB Diploma Programme Assessment Handbook 2017 – 2018