



NISV

**Navrachana International
School, Vadodara**

Educating - Empowering - Enlightening

NISV

INCLUSIVE EDUCATION

POLICY



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 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.

The School Mission

Educate and prepare all its students to be life-long learners.

Provide co-curricular and residential facilities of the highest standards in a safe and secure environment. Engage the very best tutors to implement proven national and international curricula.

Teach through contemporary but appropriate methodologies and technologies.

Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos. Foster attributes of inquiry, critical thinking, creativity, and leadership.

Nurture inherent talents and interest of its students and make them believe in their dreams that will shape their lives into caring, responsible global citizens.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 forethought 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

PHILOSOPHY

Navrachana International School, Vadodara, is committed to providing an inclusive education, facilitated by a culture of collaboration, mutual respect, support and problem solving, which involves the whole school community.

These students, “with their own learning styles and challenges... come to school with combinations of unique and shared patterns and values, knowledge and experience of the world and their place in it.” (IBO 2013)

NISV believes that every child is unique and has different qualities, abilities and attitudes. It focuses on the child's self-esteem and consistent development of the characteristics mentioned in the IB Learner Profile. It recognises and promotes international-mindedness amongst the children. We aim to provide our students with a meaningful journey toward the learning curriculum through differentiation. We cater to individual needs by having a realistic approach to the resources available in the school. We facilitate our staff's up-gradation of their knowledge base through professional development courses so that they can create an inclusive classroom environment.

We identify the learning style of the students, scaffolding the learning and differentiating instructions in the curriculum in order to make every student recognise their true potential.

Beyond just teaching academics, we believe in fostering students' development in their relationships, identity, emotional skills, and overall well-being so that they experience a strong school-connectedness.

In this ongoing process, we provide our students with opportunities to experience collaborative teaching-learning approaches, and motivate them to develop multiple perspectives and have an open-minded approach.

SALIENT FEATURES OF THE INCLUSION POLICY

- Supports education for all
- Creates a proactive and responsive environment that promotes a sense of belonging
- Considers learning from an ‘aptitude-based’ perspective
- Values learning diversity to build an inclusive community
- Provides equal opportunities to all learners
- Promotes equal access to the curriculum for all learners
- Resources prior knowledge through connections
- Rewards and celebrates achievements of all learners
- Recognizes multilingualism as a current need, a right and a resource
- Encourages students and school community to have a voice and are given fair hearing
- Ensures that all students experience success as a key component of learning
- Scaffolds learning to support independence
- Ensures that students with special needs are identified and assessed as early as possible
- Forms an apt synergy which includes parents, counsellors, coordinators, the grade leaders and Subject tutors.

BARRIERS TO LEARNING

The school overcomes the barriers to learning by-

1. **School Organization and Resources:** The human and material resources support inclusion. Collaborative teaching and learning practices are a regular feature of the school organization.
2. **Cultures and Policies:** Common understanding, policies and practices take into account human rights, diversity, quality and equity.
3. **Approaches to Teaching and Learning:** Organizational knowledge in developing effective strategies to increase access and participation is maintained and sustained.
4. **Buildings and Physical Obstacles:** Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.
5. **Relationships among the Community:** Interactions create proactive, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community.

IDENTIFICATION OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS AT THE TIME OF ADMISSION

During admission, the medical history report of the candidate is scrutinised

- The school counsellor interviews the parents and observes the candidate for-
- Students with ADD/ADHD
- Students with chronic illnesses
- Students with emotional and behavioural challenges
- Students with mental health challenges
- Students with speech and communication challenges
- Students with learning difficulties
- Admission is granted to those students whose special educational needs can be met effectively by the school.

IDENTIFICATION OF STUDENTS WITH SPECIFIC EDUCATION NEEDS AFTER ADMISSION

- If a special educational need for a student has been previously unidentified, or undisclosed by the parents, and at the first instance noticed by the teacher in the class or during the interaction with the student, the teacher consults the school counsellor.
- The teacher fills out the Referral form, based on which, the counsellor observes the student in the classroom setting.
- If necessary, the counsellor may also interact with the student to ascertain their findings.
- The counsellor, after careful observation, interacts and uses the screeners/informal assessment for identifying the problem area of the student.
- If there are any concerns, the same is discussed with the concerned stakeholder and a recommended Standard Operating Procedure (SOP) is prepared.
- In case of any learning difficulties, the student is required to procure a Learning disability (LD) report from a Rehabilitation Council of India (RCI) recognised Psychologist.

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- In case of any other severe social-emotional and/or physical concerns, a certificate of the recognised specialist is required.
- If a special need is identified, the counsellor consults with the parents of the student to brief and frame an effective plan of action.
- In severe clinical cases, which are beyond the counsellor's expertise, the student may be referred to external experts for the best support. (e.g. intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

WHY DO STUDENTS SEEK COUNSELLING?

Students who might require counselling within the scope of this document, fall under the categories below:

- Low self-confidence/esteem
- Finding, helping or losing a relationship/Relationship concerns
- Family concerns
- Getting better grades/learning healthy study habits and enhancing overall performance
- Self-defeating behaviours
- Depression
- Decision making
- Careers, life planning and development
- Educational needs
- Behavioural challenges
- Bullying
- Adjustment issues within/outside school
- Exam anxiety
- Communication issues

RECORD KEEPING

The counsellor maintains records of current and past clinical cases in accordance with the standards of the profession.

RESPONSIBILITIES OF THE COORDINATOR

- The coordinator ensures that the needs and requirements of the student with special educational needs, are suitably met by the counsellor and the subject tutors
- The coordinator shall apply to the IB to provide testing accommodations to create a level playing field for such students.
- The coordinator provides the requisite 'accommodations' for examinations, as needed and approved by the IB
- The coordinator maintains discretion and confidentiality in providing special education needs/services.

RESPONSIBILITIES OF THE FACULTY

- The tutor will identify slow learners and refer the student to the counsellor or coordinator as needed.
- The tutor implements the appropriate interventions as outlined by the counsellor.
- The tutor maintains accurate records of students' progress.
- The tutor, with the assistance of the expert, become familiar with the special needs of the concerned student.
- The tutor maintains discretion and confidentiality in providing special education needs/ services.
- To follow the IEP (Individual Education Program) and exhibit sensitivity to the student's social and emotional needs/requirements (the faculty shall) focus on enhancing the technical language/terminology/vocabulary specific to the subject.

RESPONSIBILITIES OF THE PARENT

- Play an active role in their child's education.
- Communicate relevant information and documents regarding their child's special education needs.
- To make sure the IEP (Individual Education Program) is properly followed and communicated with the concerned stakeholders in a timely manner.
- Help and observe the students' concerns and/or progress and share it with the concerned stakeholders at the school (in the quarterly meetings/Teacher parent conference)
- In case a shadow teacher is appointed, the parents shall bear the responsibility of checking the credentials of the person appointed and taking care of the remuneration and transport arrangement.
- Communicate to the school any perceptible change in their child's special education needs.
- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from external experts

RESPONSIBILITY OF A SHADOW TEACHER

- To assist the student as directed by Counsellors, Special educators and the tutors
- Shadow the students for all the co-curricular and extra-curricular activities and note the observations
- Maintain clear communication with all the concerned stakeholders (student, parents, teacher, counsellor, special educator)
- To make sure the student's Individual Educational Plan (IEP) is put into practice.

RESPONSIBILITY OF THE SPECIAL EDUCATOR

- Make IEP in accordance with student's strengths, and challenges rather than medical and psychological labels.
- Include all required stakeholders to make an effective IEP (learners, their parents and caregivers, support staff and non-teaching staff)
- The teaching-learning strategies of the IEP should be in accordance with the IB approaches to teaching and learning
- The IEP is to be measurable and evidence-based.
- Confidentiality is to be maintained strictly.

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- IEP should focus on enhancing the technical language/terminology/vocabulary specific to the subject.

RESPONSIBILITIES OF THE STUDENT

Students will be required:

- To ask for assistance from the school administrators, faculty, and staff
- To be an active participant in classes and meetings
- To follow all policies and procedures of NISV
- Take the responsibility of the Plan of Action (POA) and follow up on time.
- To be honest and communicate their needs/concerns to the teachers, counsellors & coordinators

RESPONSIBILITIES OF THE COUNSELLOR

- Counselling sessions are planned and carried out in the privacy of the Counsellor's office
- Discussions between the counsellor and the student are based on the principle of mutual respect
- All conversations are confidential and the student's right to privacy is respected in all cases except those where the counsellor may suspect impending harm to the student
- The students have the opportunity of discussing their fears, feelings, and emotions without any apprehension of being judged
- The counsellor creates a conducive environment for the students to speak their mind openly and uninhibitedly about their concerns
- Counselling sessions are planned for the peers of the student, tutors, coordinators and parents and all stakeholders to sensitize and create a supportive environment for the student
- If there are ongoing concerns, the counsellor may seek to develop a therapy plan with external experts, after consulting with the student and parents
- To make sure teachers & parents are sensitized and educated about the social and emotional needs of the students in general and in specific for the student with learning difficulties
- Act as liaison between parents, students, registered practitioner and the IB to identify if the students need inclusive access arrangement during examination.

INTEGRATING INCLUSIVENESS AT SCHOOL

- The senior leadership team and school governing body in consultation with tutors, counsellors, parents and students have put in place the process to remove barriers to learning for every member of the school community.
- The teacher ensures that each student is exposed to teaching and learning that reaches the students, as individual learners.

STUDENTS FACING BEHAVIOURAL CHALLENGES

- Our unique pedagogy engages children with behavioural issues by involving them physically in the learning task

Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class

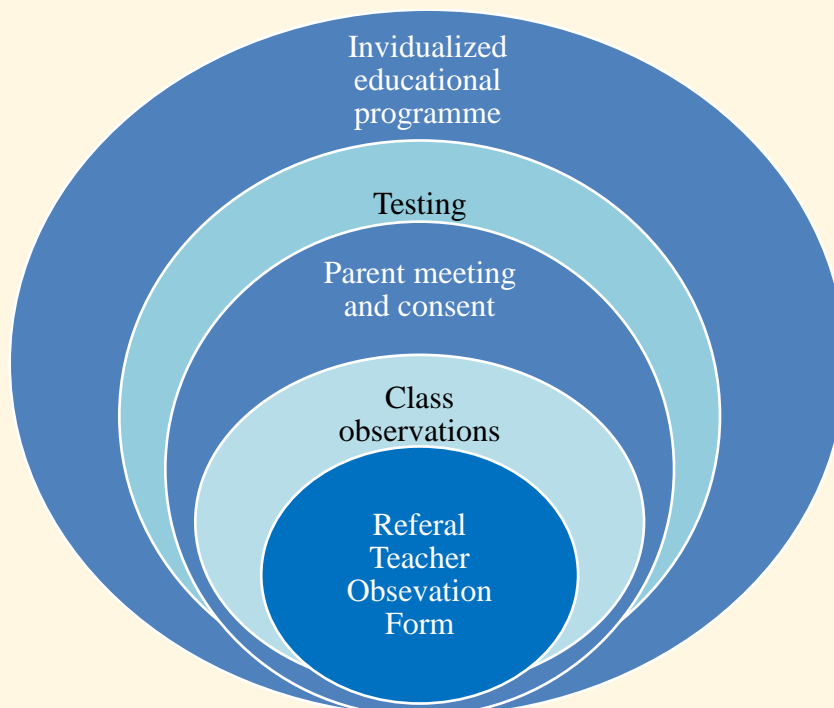
COUNSELLING FOR SEN

- Counselling is strictly on a one-to-one basis.
- It is a way of working together in a confidential environment, forging a bond between a counsellor and the student (another stakeholder if required)
- In strengthening this bond, the counsellor acts as a facilitator, who helps the student understand and interpret themselves and the world around them
- The counsellor analyses the student's feelings and behaviour, relationship with others, and choices and decisions
- There are provisions for professional assistance and guidance in resolving personal or psychological problems, should the need arise

SCREENING TESTS USED AT NISV

The counsellor is trained to administer the following tests-

- Behavioural checklist for screening the learning disabled
- Diagnostic test of Learning Disability
- Draw a Man test
- Cognitive Capabilities test for a transition period
- Emotional Intelligence test
- Adjustment Inventory for Students (AISS)
- ADHD School Observation Code Kit (ADHD-SOC)
- Five-Factor Personality Inventory
- Rosenberg Self-Esteem Scale (RSES)
- Aptitude Testing (By External Agency)



Process followed by the school for SEN

CONNECTIONS

ASSESSMENT POLICY

The school counsellor informs teachers of the level of support for the students in their class and the type of support that can be offered concerning the needs of students. Where accommodations are needed, they are assigned from or organized by the inclusion team. The counsellor is involved in the planning process of the tasks and will give feedback on the assessed student's work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-program assessment. The process of IGCSE/MYP/IBDP for inclusive access arrangements shall be followed after securing the accommodations granted by the IB and Cambridge. (Refer to the NISV Assessment Policy for further details.)

SPECIAL EXAMINATION PROVISIONS

- The International Baccalaureate Organisation (IB) has established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem.
- Applications to IBO, however, must be submitted eighteen months before the respective IB Examinations. As considerable evidence is required, students considering making such an Application, are advised to commence the process as early as possible. IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from IB DP Coordinator.
- Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma, or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO.
- These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or
- Examinations are printed on coloured paper.
- Once IBO has granted a special provision, the school will also endeavour to make the same provision during its Examinations. If a student is affected by a temporary circumstance such as Illness, accident, or similar adverse circumstances during the program and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

ACADEMIC INTEGRITY

Academic honesty in the IB educational context, (November 2016)

Specific learning issues, language and communication disorders.

1. Speech and language issues characterized by communication problems (for example, dysphasia, and articulation problems).
2. Social, emotional and behavioural issues include:

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- attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
 - autistic spectrum disorders
 - withdrawn
 - depressive or suicidal attitudes
 - school phobia
 - substance abuse
 - disruptive antisocial and uncooperative behaviour (ODD) and anger, frustration and violence.
3. Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.
 4. Sensory issues: hearing - embraces an extensive range of hearing loss from mild to profound and can present communication difficulties;
 5. Visual - includes difficulties with either the structure or function of the eye, affecting vision.
 6. Medical conditions: the most common being - congenital heart disease, epilepsy, asthma, anaemia, diabetes, rheumatoid disorders, allergies, leukaemia and other cancers.
 7. Mental health issues: a wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders (Anorexia & Bulimia), anxieties and emotional distress caused by circumstances in a candidate's life.

ADMISSION POLICY

- Supports education for all
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- Recognizes multilingualism as a current need, a right and a resource
- Encourages students and school community to have a voice and are given a fair hearing
- Ensures that all students experience success as a key component of learning
- Scaffolds learning to support independence
- Ensures that students with special needs are identified and assessed as early as possible
- Forms an apt synergy which includes parents, counsellor, coordinator and the grade leader and subject tutor

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During the time of admission, the medical history report of the candidate is thoroughly studied.

The school counsellor interviews the parents and observes the candidate for

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- The teacher carefully fills the Referral form, based on which, the counsellor makes the classroom observation for the student in the classroom setting.
- If necessary, the counsellor may also interact with the student to ascertain the findings. If a special need is identified, the counsellor consults with the parents of the student to brief and frame an effective plan of action.
- In severe or clinical cases, which are beyond the counsellor's expertise, the student may be referred to external experts for the best support. (e.g., intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

RESPONSIBILITIES OF THE PARENT

The parent will:

- Play an active role in their child's education
- Communicate relevant information and documents regarding their child's special education needs
- Communicate any perceptible change in their child's special education needs to the school
- Request for child studies and services, as required, in a proactive manner
- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

LANGUAGE POLICY

Navrachana International School supports education for all. It creates a proactive and responsive environment that promotes a sense of belonging. It considers learning from an ‘aptitude based’ perspective and values learning diversity to build an inclusive community. It provides equal opportunities to all learners and promotes equal access to the curriculum for all learners. It resources prior knowledge through connections, rewards and celebrates achievements of all learners, recognizes multilingualism as a current need, a right and a resource, encourages students and the school community to have a voice and are given a fair hearing, and ensures that all students experience success as a key component of learning, scaffolds learning to support independence, ensures that students with special needs are identified and assessed as early as possible and forms an apt synergy which includes parents, counsellor, coordinator and the grade leader and subject tutor. Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval. Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor. If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the SEN Department is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan). Individual needs of students are taken into consideration while planning accommodations and modifications. The table given below may be adapted to fit the requirements of individual students.

STEERING COMMITTEE

The committee comprises of Member- Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

REVIEW DATES

The policy will be reviewed every 3 years led by the Steering committee.

Last Review Date	January 2021
Next Review Date	January 2024

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

References

- Candidates' _with assessment access requirement, DP 2013
- Learning diversity and inclusion in IB programmes, 2016
- Learning diversity in IB programmes: Special educational needs within the IB programmes, 2010
- Meeting student learning diversity in the classroom, 2013
- Poddar Inclusion Policy
- DYP Inclusion policy
- Candidates with assessment access requirements, (July 2014)
- Candidates with assessment access requirements (Middle Years Program), (March 2015)
- Academic honesty in the IB educational context, (November 2016)



The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential