



K. R. Mangalam Global School

South City-1

Gurugram

Inclusive Education Policy

K.R. Mangalam Global School Mission:

To raise learners who have a strong moral fibre; are self reflective, resilient and responsible individuals with strong sense of identity who strive to be agents of change for building a more equitable and humane society.

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.

PURPOSE

The purpose of this policy is to give clear guidelines for the creation of an inclusive environment that meets the special educational needs of each child, and the identification of the roles and responsibilities of staff in providing for children's special educational needs.

Scope

The policy applies to all the students. We believe in fostering a supportive and inclusive education environment for every learner, whereby each individual is valued and his or her differences among students are seen as strengths and not weaknesses.

DEFINITIONS

- a) Learning difficulty: Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age;
 - have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- b) Special educational needs: Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Diagnosis: The School Counsellor identifies children with special educational needs.

Supports these children by offering professional one-on-one advice to them and their parents.

Develops skill based Individualized Education Plan (IEP) for each child.

Organizes outbound activities to increase self-esteem, character-building, sportsmanship, fun, and leadership qualities.

The Shadow Teacher's appointment will be based on the child's need and his/her appointment is decided mutually by the SEN teachers, Homeroom teachers, Coordinator and Head of School with the consent of the parents. The financial implications of the Shadow Teachers will be borne by the parents.

Teacher support:

Advise teachers on how to create a classroom environment which is friendlier and welcoming and sensitive towards children with special needs.

Advise teachers how to optimize classroom practices for all stakeholders including SEN

Children: Examples will include incorporating physical movement into lessons, recognizing good behavior, tips on differentiating tasks to balance the different attention spans of children, seating arrangements, keeping anecdotal records of children's behavioral patterns, allocating a range of tasks to students that will complement their characteristics.

Assist Homeroom teachers to follow differentiated teaching methods in the classroom environment for SEN students.

Partake in key curriculum development meetings so as to understand the key curriculum development of the school.

Provide the respective homeroom teachers and specialist teachers with accommodations and modifications of each child.

Reporting:

Formally meet the parents at least 5 times a year including the formal PTMs of the school.

SEN Reports to be given separately for each child at the end of every term. The IEP will be shared to the parents and will be duly signed by them. The achievable annual goals which are mentioned will be reviewed by both parties.

The IEP review meeting will be held annually in the presence of the concerned SEN teachers, Homeroom teachers, specialist teachers [if required] and parents in the presence of the Head of School.

Pre- intervention observation procedure of SEN children:

Homeroom teacher first observes and sends a report to coordinator

Coordinator informs the Counsellor to perform an observation.

The Counsellor observes the child's behavior/performance/skills in the classroom during lessons.

The Counsellor observes the child's behavior during break times and his/her response to classmates in regular conditions.

The Counsellor sends the report to the coordinator and Homeroom teacher.

Call for a parent meeting and/or ask for an external assessment report

Take consent of the parents to have a one-to-one session with the child

Decides the number of sessions and informs the parents

Have a one-on-one session/group session with the child during school hours.

Discuss the issue with parents privately at school or during the formal Parent Teacher Meetings or a scheduled meeting with parents.

Advise the child's teachers what provisions and support the child needs.

In case of a new admission, it is mandatory for the parent to disclose if the child is a SEN Child. The admission will be decided based on the external report or previous school reports, if any. Other factors for admission would include the resources and facilities available followed by observation by the SEN teachers at school.

The school also encourages parents to divulge important information about their children that would assist the school in supporting the student, and to develop a constructive relationship with our School Counselor to work as a team to support their child.

All in all, we hope to support every child to achieve their fullest potential.

REVIEW PROCESS / DATE

The policy is to be reviewed annually.

Reviewed in- Jan 2021

Next review - Jan 2022

References and resources

IBO, Learning diversity in the IB programmes: Special education needs within the IB programmes, IBO, 2010, English.

Treo World Academy, Bangalore