

RYAN GLOBAL SCHOOL KHARGHAR
INCLUSION POLICY



INDEX

Sr. No.	TOPICS	Page No.
1	IB MISSION STATEMENT	2
2	IB LEARNER PROFILE	2
3	OUR PHILOSOPHY	3
4	OUR GUIDING PRINCIPLES (IB RULES REGARDING INCLUSION)	4
5	PURPOSE OF THE POLICY	4
6	INTRODUCTION	4
7	AIM OF THE POLICY	4
8	WHAT IS INCLUSION AND ITS PRINCIPLES?	4
9	LEARNING DIVERSITY AND INCLUSION	5
10	ACCESS ARRANGEMENTS AT RGS KHARGHAR	5
11	ROLES AND RESPONSIBILITIES	7
12	DETAILS ABOUT SPECIAL NEED ARRANGEMENTS AT RGS	9
13	PROCEDURE TO GUIDE STUDENTS FOR SEN DEPARTMENT	11
15	TYPES OF DISABILITIES	12
16	PROMOTING INCLUSION AT SCHOOL- ESSENTIALS	13
17	POLICY REVIEW	14
18	BIBLIOGRAPHY	14
19		

RYAN GLOBAL SCHOOL KHARGHAR INCLUSION POLICY

At RGS, all these school policies are designed on the basis of IB philosophies, standards and practices and we follow these principles of the IB learner profile and the IB mission in each of our policies.

A group of teachers were involved in the designing the policies discussions to decide the content and layout of these policies. These are the 5 policies required by IB curriculum:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic honesty

We at Ryan Global School intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds, as long as we can cater for their particular needs. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies.

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.

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 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. (REF: academic integrity, IBO.org, October 2019)

OUR PHILOSOPHY

Ryan Global Mission:

The school has a broad interest in the field of quality education and excellence committed to enabling academic development of young minds. The school empowers the students to raise their academic and personal potential in a dynamic environment that values analysis, dedication and observation. Our School is built to create a 21st century learner who will emerge as a national and global citizen through an innovative learner centered pedagogy delivered by inspiring educators.

Our offering is structured around

- **12-point vision** (Human Resource Development, Art And Culture, Environment, Philanthropy, Values, Education, Sports, Healthy Living, Finance, Entrepreneurship, Media, Leadership)
- **KASSM** approach (Knowledge, Attitude, Skills, Social, Moral Values)

OUR GUIDING PRINCIPLES (IB RULES REGARDING INCLUSION)

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

Rule 5.9 - It is the School's responsibility to determine whether it can enroll a candidate with learning support requirements into the programme.

INTRODUCTION

At RGS, we educate all the children in the same classrooms providing real learning opportunities without any discrimination; giving all children a fair chance to learn and develop skills they need to thrive.

Under the able guidance of the Head, coordinators, subject teachers and parents, students are given the freedom to select the pathways and subjects of their choice. However, a student can exercise the option of changing/ altering the chosen subjects within a stipulated period of time in case they find a difficulty in performing well in a given subject. As mentioned above, the role of the parent in the educational process of the student is crucial and indispensable.

AIM OF THE POLICY

- To increase student engagement in learning programmes equally for all students.
- To promote student centered learning to ensure an inclusive environment by creating open mindedness, and nurturing individual creativity.
- To continuously identify, monitor and give guidance for student progress and all round development.
- To develop a cooperative learning environment to acknowledge and support the diverse learning needs within the student community.
- To foster personalised learning, collaboration, communication, presentation and motivation, students will be involved in demonstrating knowledge with Project Based Learning (PBL).
- To optimise use of technology (augmented learning) in order to support students with special learning needs. To achieve this aim the School imbibes the Universal Design for Learning (UDL) framework.
- To create special assessment modules (continuous oral Assessments or mcq based) to evaluate students with Special Educational Needs.

WHAT IS INCLUSION AND ITS PRINCIPLES?

Inclusion education allows students of all backgrounds to learn and grow side by side, to the benefit of all. (UNICEF.org)

Our learning programs are student-centered, wherein each, and every child needs to always be an active learner. Students with special needs and abilities are included in mainstream Education, although keeping their needs and requirements into utmost consideration. The curriculum offers a twofold benefit - students are free to learn at their own pace, and there is

the availability of alternate assessment and accommodation strategies in place to meet their unique requirements. This methodology allows students to experience success with measurable learning goals that are made specific, attainable, and with some intellectual challenge to them.

LEARNING DIVERSITY AND INCLUSION

At RGS Kharghar, the aims and principles outlined by the International Baccalaureate (IB) are followed to ensure inclusive learning with compliance with IBO. The following practices require schools to demonstrate their support for learning diversity.

- According to the right to Education, Education is considered a human right for all. At RGS, we understand the learning diversity and strive to provide our students with high standards of quality education as per the standard and practices of the international baccalaureate.
- The School provides Education in creative, positive and responsive environments for overall development of all students.
- Strength-based and student-centered perspective is achieved in learning by providing a good source of Education by tutors.
- Learning diversity is one of the best resources for enriching inclusive communities.
- Equal opportunities are provided to participate and engage in quality learning.
- Full Potential is utilized by connecting with previous knowledge.
- Assessments with proper facilities are used to demonstrate their learning, which is rewarded and celebrated.
- Multilingualism is accepted as a right and a resource.
- Students are trained to practice their rights and manage their responsibilities as global citizens.
- All students in the School have equal rights to put their points and will be listened to patiently so that their feedback and understanding are considered a good resource for future planning/reviews.
- All students in the School are guided properly to develop the IB learner profile characteristics to flourish the skills of inquiring, knowledge and caring.
- Diversity is an important criterion here to understand the involvement of all members of a community.

ACCESS ARRANGEMENTS AT RGS KHARGHAR

At RGS, to make sure that students are able to learn obstacle free, the teaching, learning, and assessment modules have been tweaked in such a way that the students enjoy the learning experience. This is based on the guidance provided by the IB curriculum.

The following table gives more information about the RGS IB policy for teaching and learning in the context of flexibility available according to the arrangements that can be made for students in case of special needs.

Regarding CRS core respective coordinator will guide SEN at regular intervals for the final submission of their project. Parents will be informed of incomplete work so that no students will suffer in the completion of work and miss the timeline.

SR. NO.	Flexibility/ considerations available at RGS regarding the relaxation in	Authorizati on required?	
A	Duration of examination, course deadline, or	Access to additional time	Yes
		Extra time (for additional language learners)	Yes
		Rest breaks	Yes
		Deferral/ Postponement	Yes
		Extensions	Yes
		Extra opportunities to retake examinations	Yes
B	Examination location	Separate room	Yes
		Seating	Yes
		Alternative venue	Yes
C	In the presentation of the examination or input	Access to modification in presentation	Yes
		Access to reading	Yes
		Reader (for additional language learners)	Yes
		Communicators	No
		Sign language interpreters	No
		Aids	No
		Clarification of examination directions	Yes
		Colour naming (for students with colour blindness)	Yes
D	Flexibility in a method of response	Word processor (for additional language learners)	Yes
		Access to writing	Yes
		Access to speech and communication	Yes
		Access to a calculator	Yes
E	Use of human assistance	Care Assistant	Yes
		Prompter	Yes
		Communicator	No
		Practical assistant	Yes
		Reader	Yes
		Scribe	Yes
		Designated person to clarify examination directions	Yes

		Assigning person to name colours (for students with colour blindness)	Yes
F	Non-standard flexibility for an individual student	Access to reasonable adjustment	Yes

ROLES AND RESPONSIBILITIES

The role of a school is immense in promoting high standards of learning for all students, particularly those having Special Educational Needs (SEN). In order for there to be a successful implementation of an inclusive policy, a positive attitude and open-mindedness are mandatory both for the teachers and the students.

1) ROLE OF SCHOOL

- To provide required facilities to students related to academics.
- To provide all the resources required by the students.
- To ensure quality learning
- To ensure the safety of each child.
- To provide an eco-friendly environment to students.
- To coordinate with the parents for smooth learning outcomes.
- To consistently update parents on the progress of their ward.
- To help students overcome learning difficulties under the close vigilance of the assigned mentor.
- To provide special assessment modules (need-based) as per guidelines from and with the prior permission of IBO.

2) ROLE OF PRINCIPAL

- To create a positive learning environment whereby all the students, including those with Special Education Need, feel welcomed, along with building a sense of belonging and fostering a community of learning.
- To promote active student participation and engagement in all learning activities and in life in general.
- To build among the student community academic, social, emotional, and independent life skills.
- To help the students develop high aspirations and consistently focus on the consistent and steady learning outcomes of all students.
- To strategically assign teaching roles to the tutors keeping in mind their special talents and abilities.
- To coordinate, support, and continuously monitor teachers' work to generate favourable learning outcomes for all students.
- To establish whole school policies to facilitate the active involvement of all the stakeholders – Parents, students, teachers, management, professionals, and agencies.
- To arrange the continuous academic upgradation and professional development of all teachers with a vision to ensure that the whole school staff is crystal clear about their roles and responsibilities of their schools.

3) ROLE OF PROFESSIONAL SCHOOL COUNSELOR

- To conduct individual or group counseling to students in order to support academics.
- To appraise and collaborate with the classroom tutor about students with SEN and create a formidable learning environment.
- To interact with parents to gain knowledge about the special learning needs of the student.
- To inform the parents about all the special arrangements/ considerations available for students with special needs as per the norm of IB.
- To help families develop empathy towards children with special learning needs and its impact on the larger academic environment.
- To help the student complete the documentation required to obtain permission from IBO for special consideration in learning and assessments.

4) ROLE OF SPECIAL NEED COUNSELOR

- To assist in the development of individual learning profiles through observation of the daily activities of the student in order to help the teacher strategize the work within the classroom to help the students succeed.
- To recommend differentiated learning strategies that would facilitate student success and development of motor skills.
- To take instructional lessons in class to transfer strategies to teachers for motor and cognitive learning.
- To create awareness about learning material, tools and or technologies available for teachers and to help them to adapt the available resources to cater to the need of the students with SEN so that they are able to function to the best of their ability.
- To act as a bridge between the healthcare system, School, and family in order to bring knowledge of child development/ physiology and developmental disorder alongside the available health and medical care system.

5) ROLE OF THE TEACHER

- To observe all the newly admitted students and identify their special learning needs.
- To apprise the special needs Counsellor and the IB team regarding the student.
- To collaborate with the special needs school counselor and subject teachers for any adaptations in teaching and learning instructions.
- To apply required strategies in the class for students with SEN.
- For equal learning, the class tutor is responsible for providing all equal opportunities.
- The tutor with a special need counselor captures the main problem and analyses it with subject teachers, and works towards increasing student participation in all the curriculum and co-curricular activities.
- To attend the training to upgrade the qualifications according to the requirements.
- To attend individualized educational plan (IEP) review meetings.
- To plan and update collaborative meetings with school counselors and parents.

6) ROLE OF PARENTS/GUARDIANS

- To hand over all details of any SEN, including IEPs, with the child's admission application to the Admission Team.
- To attend all the IEP review meetings held in the School.
- To cooperate with Learning Support staff on a regular basis.
- To support the children with SEN and actively encourage them to achieve to the best of their Potential.

7) ROLE OF STUDENTS

- To speak to the class tutor, subject tutor, coordinator or Principal openly about your problem and ask for required help.
- To participate actively in all the activities in the development of goals for their IEP.
- To commit and be responsible for achieving personal as well as school goals.

8) ROLE OF MANAGEMENT

- To arrange for a comprehensive and cohesive inclusion and special needs policy in place, which is reviewed annually and updated timely.
- To plan and conduct regular meetings with faculty members to verify that all the stakeholders have a clear understanding of the IB expectations.
- To brief the stakeholders and to discuss the importance of and changes to the policy, if any.
- To involve all stakeholders and parents in order to actively assist in the successful implementation of the policy.
- To train the staff based on the requirements of updated techniques in Special Education.

DETAILS ABOUT SPECIAL NEED ARRANGEMENTS AT RGS

ADDITIONAL TIME

Additional time is given for written examinations in internal assessment according to the candidates' assessed needs. As per the board exam Rule, For written examinations, 15 minutes per hour is allowed as additional time. (that is, 25% grace time). More than 15 minutes per hour may be allowed as per the seriousness of case to case for candidates.

For completion of assignments during the two–year program, a candidate is allowed to take additional time to complete project based assignments as per the IB Rule under the monitoring of the subject teacher and the coordinator.

Additional time is not legally allowed for an assignment if the completion of a task is specified within a limited time in an assessment criterion.

READERS

As per the requirement of the student, a reader is allowed; whose role is to only read the assessment paper (Internal and External) for the student loudly without any single change and,

if asked; will read back the candidate's answers which is audible to the candidate only not to others, but is not allowed for any written assistance/help.

Reading instructions like how many questions to answer and how much time is available for the paper are permitted; however, the reader is not allowed to interpret or explain questions on the paper.

If there are more candidates for the same examination which require a reader, separate readers are provided with proper arrangements in separate rooms.

To avoid confusion during exams for students, the reader must be familiar with the terminology and proper pronunciation used in the subject. However, the subject teacher of the student is not permitted as a reader.

WRITER

A writer can be a student or teacher as per the special learning needs and level of the candidate. He/she writes the word-to-word response pronounced by a student during the internal and/or external assessment. Prior permission from IB is a must in advance for the same, as per the SEN students.

To avoid confusion and manage time properly, the writer must be alert for each and every word or spelling pronounced by students to write quickly on the answer paper. However, the subject teacher of the student is not permitted as a writer during exams.

READER & WRITER

For a student who got permission for both a reader and a writer, one person can fulfill both roles if possible.

In this situation, if more than one candidate is taking this facility of the reader and writer, all of them need to be accommodated in different rooms to avoid disturbance or being overheard by others.

PROMPTERS

The prompter only prompts by giving a gentle tap on the student's arm or desk/table to make sure that a student is paying attention to the examination without disturbing other students in the room. Verbal communication is totally banned. Any other form of help/assistance is not restricted. The prompter must be familiar with the student's behavior so that when the student is not attending to the desired task, he can come into action without wastage of time.

This facility is applicable only to those who are diagnosed with neurological or cognitive disorder, resulting in a severe loss of focus/ concentration/ attention problem during the exam, as per rules and regulations of IBO.

The prompter is permitted to be seated in a position that provides a clear view of the student rather than his or her work. This needs to be achieved without the student feeling any pressure or scrutiny.

The following facilities are available at RGS to assist students with mild to moderate disabilities.

Mild Difficulty	Moderate Difficulty
Educational assessments	Educational Assessments
Educational Reports	Educational Reports
Remediation in the required skill	Remediation in the required skill
Test accommodations	Para Educator in the classrooms
Exam Accommodations	Curriculum Modification
Class Accommodations	Test/Exam modification

PROCEDURE TO GUIDE STUDENTS FOR SEN DEPARTMENT

- The policy of RGS is suitable for all students exhibiting mild and moderate Learning Difficulties.
- Parents who come with relevant documentation indicating the learning difficulties of their ward will be interviewed by the SEN personnel and two senior administrative staff to ensure that the student can fit into the environment.
- In case it is observed that the student has special learning needs in the Math and Language Diagnostic tests, which are given to all students prior to Enrolment, an informal meeting would be scheduled with the special educator to identify the learning issues.
- Special needs students may also be referred by the teachers or parents based on day-to-day interaction and observation seen in academic performance.
- Mild Learning Difficulty is defined as learning problems shown in any one area of academics - either language or Math, particularly in understanding, comprehension, sequencing, and auditory and visual processing at a mild level. However, these students have levels that are fairly close to the normal range scores as compared to their peers.
- Moderate Learning Difficulty is defined as learning problems shown in two areas of academics - both in Language and Math. The range of the problem may, however, be within a standard score range, yet it may be lower than the average range when compared to their peers. It may also be amalgamated with attention deficiency or behavioural concern.

TYPES OF DISABILITIES

LEARNING DISABILITY

A learning disorder is characterized by impediments that may affect the learning processes like acquisition, organization, retention, understanding, and use of verbal or non-verbal information.

These inabilities are not the outcome of physical or cultural in nature. These impairments result in a discrepancy between academic achievement and assessed intellectual ability, particularly in areas of perception, thinking, remembering, problem-solving, social skills, and written expressions.

The Common Types of Learning Disabilities are listed below:

Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

MILD INTELLECTUAL DISABILITY

A learning disorder wherein:

- a. A student has the ability to achieve target educational milestones within a regular class with the aid of considerable curriculum modification and supportive service.
- b. A student may exhibit the inability to achieve target educational milestones within a regular class because of slow intellectual development;

DEVELOPMENTAL DISABILITY

A severe learning disorder that results in lifelong impairment, mostly occurring before adulthood and affecting multiple aspects of life. These could be in the categories of intellectual impairment, autism, cystic fibrosis, and cerebral palsy.

PHYSICAL DISABILITY

A Physical disability is a condition that affects the individual through visual impairment like poor sight and colour blindness; Physical impairment like missing limbs, reduced control of limbs or epilepsy; Hearing impairment covering partial or complete deafness and cognitive problems leading to difficulties in learning.

MULTIPLE DISORDERS

A student categorised under this condition may have a combination of multiple disorders like

- Learning disorder
- Impairments
- physical disabilities,
- Developmental disabilities etc.

PROMOTING INCLUSION AT SCHOOL - ESSENTIALS

1. A group of teachers is involved in the making policy, so they are aware of procedures to identify learners with special needs, their requirements for teaching learning, and assessments. The role of a teacher is very important here, especially to address difficulties positively and quickly.

2. It supports teachers in transferring a differentiated curriculum that is sensitive to conflicting tempo and different styles of learning, ability, and interest. By changing the teaching-learning styles are put up.

3. Proper training is given to support staff on executing learning and behaviour programmes.

4. To track correct progress, systemized records are kept.

5. Inside the classroom, the class teacher supports children by giving them sufficient resources. Proper support systems are set at School for students.

6. Proper involvement of parents is encouraged with cooperation, and their concerns can be addressed as and when required.

7. To sustain continuity of planning and progression, the recording of a student's progress should be saved/preserved. It should clearly fulfil their special educational needs and can cover the dialogue between the class teacher and SEN. As we are aware that a student can experience difficulties in one area of the curriculum which can further extend automatically in all areas.

8. Special arrangements should be planned for every single day for SEN.

9. For physically disabled students, access to the higher floor lift service will be provided.

At Ryan Global School, the management, Principal, Coordinator, and IB team ensure that

- All students have different capabilities to grasp different levels, so they have different educational and learning needs, abilities, and goals.
- Individual students gain knowledge and grasp skills at different rates, through different means.
- All students are unique but capable of learning.
- We welcome all individual students equally irrespective of learning disabilities from mild to moderate.

POLICY REVIEW

Inclusion policy is a very effective tool to identify the barriers to learning and emphasize more engagement in learning for all students. The policy is subject to review annually with the participation and contribution of the Head of School, school management, IBCP coordinator parents, and teachers.

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