



ACCESS AND INCLUSION / SEN POLICY

Kothari International School (KIS), Noida

MISSION STATEMENT:

The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Kothari International School, Noida's Mission Statement

Kothari International School epitomizes the vision of making learning meaningful, collaborative and immensely enjoyable. Our endeavor is to empower our students with knowledge and skills through engaged learning; ensure pursuit of tertiary education of their choice and make them custodians of their own physical, emotional and spiritual well-being. Our students shall endeavor to maintain and improve the quality of life-without damaging the planet for future generations. Each member of Kothari International School fraternity is in pursuit of a Perfect Score in all spheres of Life. We realize today, more than ever, that we are an interdependent world. We expect our students to appreciate the diversity and understand the value of unity. Our students shall understand their rights and responsibilities. Thus, being empowered with knowledge and skills, they shall learn to contribute towards a Zero Conflict World. Our students shall seek seamless transition into adult life; become useful members of the communities in which they live and promote tolerance, world peace and tranquility.



The KIS Inclusion/SEN Policy was drafted in accordance with the following IB standards:

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.

Standard and Practices (2014):

B1.5 c: The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

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.

Aim and purpose of Inclusion Policy:

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community."

(International Baccalaureate [IB], 2010, p. 3)

The KIS's mission is to make every child custodian of their own physical, emotional, mental, social, well-being and spiritual dimensions of their being to pursue their chosen path. Since different learners have different needs based on ability, social identities, prior pedagogical experiences etc., it is

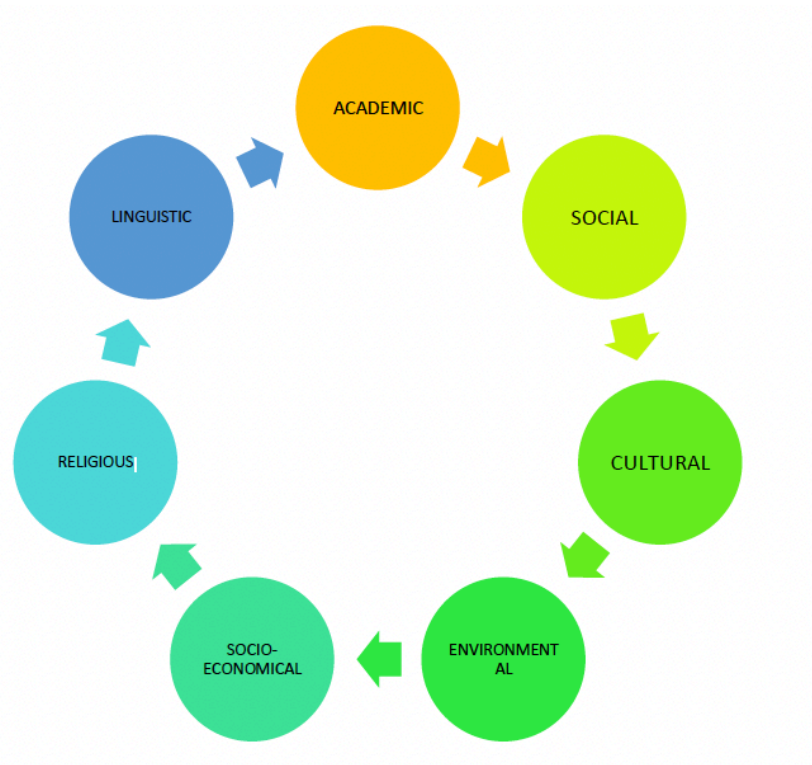


important for all members of the school community to collaborate in identifying, understanding, and supporting these needs.

The Inclusion Policy provides the foundation for establishing a safe, accepting, and equitable space in which learning is accessible to all students. It outlines The school's approach to promoting an inclusive school culture; the resources, systems, and procedures in place to identify, evaluate, and support a variety of learning needs; and the roles and responsibilities of different members of the school community.

UNDERSTANDING INCLUSION

We understand and accept that Inclusivity cannot be chosen and restricted to any cause or group. For a system to be Inclusive, it has to have an open head, heart and hands towards all those it incorporates, in all its aspects.



PROMOTING INCLUSIVE SCHOOL CULTURE

The KIS believes in providing the best form of education and opportunities for every child that becomes a part of the community, therefore, there will be an unbiased consideration of each admission application to ensure that the school will be able to provide equal opportunity to succeed.

The RAINBOW DEPARTMENT of KIS, looks after children with Special Needs. As a Rainbow is formed by a collection of diverse colors, we celebrate and amalgamate the diversity in our students. The team has trained specialists who collaborate with a range of professionals to provide efficient learning support services.

Every teacher is a teacher 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 individualized/ differentiated instruction through content, pedagogies, learning outcomes, and learning environment to meet and respond to individual students' needs.

Supportive 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.

Special support is given within the school hours to all the students 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 respective subject areas.

The school relies on the information provided at the time of admission by the parents/ guardians. At the time of admission, an interaction takes place between the admission team, Head Of School, child and parent to identify the child's strengths. It allows the school to identify if a child needs learning support and the same is discussed with parents and Establishment of effective home-school partnerships, including the development and sharing of support strategies for parents.

Certain learning delays/ disorders are addressed by special teachers and any problems beyond her expertise are recommended to experts.

Special teachers observe and attend the classes to observe students in case a request is made by the teacher to help her identify and report and support. Collaboration with the team of professionals and special educators, along with the subject teachers to develop dynamic plans which will be reviewed and updated based on regular assessment of progress and achievement of levels of learning



The sound and balanced use of technology in teaching and learning is accessible to all members in school community to collaborate, promote intercultural understanding, global engagement and multilingualism.

Offering support to students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents, and relevant support personnel.

Is there any EAL (English as additional language) support ?

Development and implementation of individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student

Planning strategically to improve accessibility of the school's premises (ramps and lifts for physically challenged students) and curriculum for all students, and surveilling the execution of the same

Orientation sessions for the new teachers to get them familiarized with the school's inclusion/sen policy.

PROCEDURES FOR DEVELOPMENT & IMPLEMENTATION

At The Kothari International School, Noida, the teachers provide various forms of support for children who face barriers to their learning. The support is given to students who are not able to make progress despite in-class interventions and differentiated teaching. The general forms of support are push-in or pull-out.

While following push-in support, the teacher works with the student in a small group/ 1:1 to help the student take part in class activities. This is done by giving them extra academic support and encouragement. It also caters to the child's access to the general curriculum being followed while also limiting any disruption to their learning schedule. This includes modifications within the classroom environment.

While following pull-out support, the teacher works with the student individually, outside of the class environment, to meet the specific learning needs that cannot be supported in class. This is dependent on the child's education needs and can include separate sessions with resources and tools that will bolster their confidence and improve their learning, assistance during exams, etc. as assessed by the respective form/grade teacher in charge. The provision of assistance for exams is usually evaluated and confirmed by the following members: Subject teacher, DPC, and the Head of School.



The students who are assigned to the **Rainbow team** will have an individualized educational plan (IEP) with recommended accommodations and modifications as detailed in diagnostic reports from qualified specialists such as pediatricians and educational psychologists.

The students with recommended accommodations and modifications need to also submit detailed diagnostic reports from qualified specialists such as Psychologists.

Procedure followed to assess and provide counseling and learning support:

- Subject teacher will provide a report on the child's progress in all fronts (academic, soft skills, work behaviour)
- Based on the direction offered by the Head of School and Programme Coordinator on receipt of the report, the child's learning will be assessed for a period.
- Based on the findings of the observation report, the Head of School informs the parents about the future course of action which may include:
 - Remedial classes for extra academic support.
 - Need for a formal assessment with educational psychologists and special educator team
 - Assignment of a learning support faculty to the student.
- The student's individualized educational plan (IEP) helps in catering the following areas of concern:
 - Academics & Time Management
 - Social and Emotional development
 - Behavioral skills
 - Strategies for teachers
 - Recommendations to parents
 - Review reports, comments, and updates

Point to note:

The Rainbow faculty devises an appropriate IEP with specific learning and behavior targets to suit the learning needs of the child.

Responsibility of Parents

- 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.



- Parents will communicate to the school all information and documentation regarding their child's special needs at the time of admission.
- Parents will be available to meet Subject teachers on a regular basis and ensure that the child attends enrichment and other special classes.

Accommodation During IB Examination (DP)

Requests for access arrangements for the IB examinations are submitted by the school along with the supporting documents for evidence. These are done in accordance with the IB *Access and Inclusion Policy, 2022* and the *Adverse Circumstances Policy, 2021*.

Guidelines

- The Inclusion policy and procedures are available on request.
- The policy is communicated at the time of admission and during the course of the child's education.
- Guidance and resources on student inclusion, physical and mental health issues are available from the class teachers, the Head of School, and the school's visiting psychologist at PTMs.
- The school community will take all steps towards making every child feel included, important, and most importantly cared for.

POLICY REVIEW

The Inclusion policy is a working document that will be updated annually. The Policy Review Committee is made up of the Head of School, the Programme Coordinator, The Sen team, the consulting educational psychologist.

Last Review done in: January 2024

Next Review in: March 2025

Bibliography

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4. The Learning Code of Practice (Nov, 2001)

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