

GATEWAY INTERNATIONAL SCHOOL



Inclusion Policy

GIS VISION STATEMENT:

Creating responsible global citizens who realise their maximum intellectual and human potential.

GIS MISSION STATEMENT :

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.

MISSION STATEMENT OF IB

"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, government and international organizations to develop challenging programs of international education and rigorous assessments. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people with differences can also be right.

PRIMARY YEAR PROGRAMME

Gateway International School's Inclusion Policy will be reviewed by the Principal, staff members, the coordinator, and a special needs educator at the beginning of each academic year.

PHILOSOPHY

At Gateway International School we believe that every child is unique and special, we encourage children with different learning needs to be part of our school. We ensure that children with special needs will not be treated less favorably from others. We provide a perfect ambience for enhanced learning and also ensure that parents are able to play their part in supporting their ward's education.

SPECIAL EDUCATION REFERRAL PROCESS

- During the time of admission the special needs teacher interviews the child's parent by examining the previous medical records of the child.
- The special education needs team (SEN) uses a standardized referral form designed by them to carry out the evaluation of the child.
- The referral form includes: problem identification, accommodations, student support, intervention planning, monitoring and evaluation.
- Once the evaluation has been carried out by the SEN team, the special education referral form is signed by the Principal.

If the student meets the eligibility requirement, an Individual Education Plan (IEP) will be developed by the SEN Team (including the parents/ guardians) to address the special education services needed by the student.

- Interventions can be waived off if the student meets the required standards of eligibility and also on the request of parents. The parent is then referred to the Principal where he/she discusses the concerns and possibilities of implementing standard education prior to determining the needs of a special child.

Special Services

Gateway International school allows the following:

- Use of calculators in class and during examinations.
- Spelling and grammar devices such as dictionaries are provided.
- Extend 25% time during formative and summative assessments.
- Reading out of isolated words or passages for students with reading difficulties.
- Oral assessments for students with writing difficulties.
- Any other provision specific to individual needs.

Service Model

- Students with special learning needs are provided with an open and nurturing environment.
- Students with special learning needs who participate in classroom will receive assistance from the homeroom teacher or teaching assistant and will be provided direct small group instruction services outside the classroom.

Collaboration

Home room teachers and special education staff work together to identify, support, and adapt the curriculum and assessment to meet the student's needs. The teachers and staff seek to include parents' views and inputs as we collaborate to meet the needs of students requiring special assistance.

DOCUMENTING SEN FILES

- We maintain personal files for SEN students containing
- Intake sheet/ information from parents

- Previous medical records
- Records of testing
- Weekly progress notes
- Notes of Parent interaction
- IEP and related documents
- Teacher's anecdotal report
- Special provisional needs (non-academic) report

Our SEN team has access to the documented files which can be viewed by parents with the consent of the Principal and PYP coordinator.

REFERENCES

IB Standards and Practices 2014:

Standard A9

The school supports access for students to the IB programme(s) and philosophy.

PYP Requirement

a. The school implements the PYP as an inclusive programme for all students.

B2:8 The school provides support for its students with learning and/or special educational needs and support for 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.

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MIDDLE YEAR PROGRAMME

****Gateway International School's Inclusion Policy will be reviewed by the Principal, staff members, the coordinator, and a special needs educator at the beginning of each academic year.***

We at Gateway

- Believe that all children should have equal opportunity to attend our school which includes children with differential abilities.
- We make reasonable adjustments to ensure that pupils and members of staff and members of public are not disadvantaged.
- We ensure that pupil with differential ability will not be treated less favorably than others.
- We identify and respond to individual needs of all students.
- Set perfect ambience for enhanced learning.
- We value individuals and provide scholarships for children with weak financial backgrounds.
- We ensure that parents are able to play their part in supporting their ward's education.

Philosophy

In Gateway International School, we believe that diversity is central where all students receive meaningful and equitable access to the learning curriculum. Goals include making them self-sufficient, caring and reflective members for society and productive citizens in global market. Children with mild and high functioning in the intellectual areas will be provided admission. The category is as following: Autism Spectrum Disorder, Hearing Impairment, Orthopedic Impairment, Learning Disabilities, Delayed in Speech & Language and Developmental Delay. It is our vision to provide learner-centered IB instruction where all students receive the necessary resources, guidance, and differentiated instruction needed for their

success. The inclusion policy will be a working document for the staff and administrators and it connects to the vision of the school.

Inclusion Policy

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can successfully be achieved in a culture of collaboration, mutual respect, support and problem solving.

The inclusion policy is framed in accordance with the IB standards and practices as follows:

Standard A9:

- the school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- the school strongly encourages participation for all students.

Standard B1.5b:

- the school has developed and implements an inclusion/special educational needs policy

that is consistent with IB expectations and with the school's admissions policy.

Standard B2.8:

- the school provides support for its students with learning and/or special educational needs and support for their teachers.

Identification of students with special education needs

- During the time of admission of a child with previously identified special educational needs reported by professionals such as pediatricians and clinical psychologists, the special
- needs teacher thoroughly studies the medical history reports and interviews parents.
- Students with SEN are identified by their home room teacher or subject teacher with the help of checklist designed by specialist educator. The teacher monitors the children based
- on strands and later recommends to specialist educator.
- The specialist educator identifies any concern with child and standardized assessment tools are conducted.
- If the student meets the eligibility requirement, an Individual Education Plan (IEP) will be developed by the SEN Team (including the parents/guardians) to address the special
- education services needed by the student.
- Once the evaluation has been carried out by the SEN team, the special education referral form is signed by the Principal.
- Curriculum may be modified depending on the differentiation ability of the learner and on parent's request. However, if the student meets the required standards of eligibility it May be waive off. Reframe) the parent is then referred to the Principal where he/she discusses the concerns and possibilities of implementing standard education prior to determining the needs of a special child.

Individual Educational Program

Once the student meets the criteria for special support, an Individual Education Plan/ program is developed for child which includes goals, objectives, activities and any additional supports needed to ensure the child reaches his/her maximum educational potential. An IEP learning, teaching and outcomes must contain **current level of performance** which are communicated through weekly reports, monthly reports and through student's homework diary.

Academic goals

- 1.Align the goal for students with differential abilities with the goal for the rest of the class.
- 2.Identify sources of evidence (formative and/or summative assessments) to assess those standards at each grade level or grade span and determine the student growth goals for students in those grade levels or grade spans.

Special services

At Gateway we consider the followings accommodations for assessment.

- 1.Use of calculators in class and during examinations.
2. Spelling and grammar devices such as dictionaries provided.
- 3.Extend 25% time during formative and summative assessments.
4. Provide multiple breaks and focus on class.
5. Provide reading out isolated words or passages for students with reading difficulties.
6. Oral assessments for students with writing and speech problems.
- 7.Any other provision for specific individual needs.

Role of Special Education Need Coordinator

The SEN coordinator along with of SEN teachers oversees daily operations and coordinates provision of students.

- Ensures liaison with parents and other professionals in respect of students with SEN.

- Organizing classroom provisions for all SEN students.
- Planning, developing and reviewing IEP.
- Liasoning with exam officers of IB for exam provisions.
- Advising and supporting other practitioners in school.
- Documenting individual files for SEN students.

Documenting SEN Files

We maintain personal files for SEN students which contain

- Intake sheet/ information from parents.
- Case history from medical report.
- Records of testing.
- Weekly progress notes.
- Parent interaction/ meeting notes.
- IEP and related documents
- Teacher's anecdotal report and individual relation report
- Special provisional needs (non-academic) report

Our special Educational specialist can access the SEN documented files and can be viewed by professionals involved in providing care and support to child. Parents can access files with consent of principal, student counselor and academic coordinator with knowledge of specialist educator.

Collaboration

Home room teachers and special education staff work together to identify, support, and adapt the curriculum and assessment to meet the student's needs. The teachers and staff seek to include parents' views and inputs as we collaborate to meet the needs of students requiring special assistance.

Assessment for SEN

International Baccalaureate Principles:

The following principles are taken directly from Candidates with Assessment Access Requirements (IBO, 2014): All inclusive assessment arrangements that may be authorized by the IB are based on the following principles:

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

1.5 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among

candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.6 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.

1.7 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.8 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.9 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.10 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.11 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement,

inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.12 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment center for review.

1.13 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.14 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.15 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

Inclusion Policy Review:

GIS Inclusion Policy will be reviewed by Principal, staff members, the school counselor, the coordinator, and a representative from the Special Education Department at the beginning of each academic year.

Bibliography:

Learning diversity in the IB programmes: Special educational needs within the International Baccalaureate programmes (2010).

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Handbook of procedures for the Middle Years Programme: Assessment 2016 First edition—issued September 2015

DIPLOMA PROGRAMME

Learning Diversity and Inclusion Policy

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School Ethos

 Believe that all children should have equal opportunity to attend our school which includes children with gifted, average and at-risk.

- ✚ We make reasonable adoptions to ensure for various needs, accommodating, assessing and instructing for children with diverse needs.
- ✚ We ensure that pupils have equal opportunity, full participation and protection of their rights.
- ✚ We identify and provide supportive services to individual needs of all students.
- ✚ Set perfect ambience for enhanced learning.
- ✚ We value individuals and provide scholarships for children with weak financial backgrounds.
- ✚ We ensure that parents are able to play their part in supporting their ward's education.

Philosophy

At Gateway International School, we believe that diversity is central where all students receive meaningful and equitable access to the learning curriculum. Goals include making them self-sufficient, caring and reflective members for society and productive citizens in local as well as global context. Children with mild and high functioning in the intellectual areas will be provided admission.

The category is as following:

Autism Spectrum Disorder, Hearing Impairment, Orthopaedic Impairment, Learning Disabilities, Delayed in Speech & Language and Developmental Delay. It is our vision to provide learner-centered IB instruction where all students receive the necessary resources, guidance and differentiated instruction needed for their success. The inclusion policy will be a working document for the staff and administrators and it connects to the vision of the school.

Learning Diversity and Inclusion Policy

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The inclusion policy is framed in accordance with the IB standards and practices as follows:

Standard A9:

The school supports access for students to the IB programme (s) and philosophy.

Standard A9a:

The school ensures and encourages participation for all students.






Standard B1.5b:


The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and according to school's admissions policy.

Standard B2.8:

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Identification of students with diverse needs on their learning abilities:

-  During the time of admission of a child with previously identified special educational needs reported by professionals such as pediatricians and clinical psychologists, the special needs teacher thoroughly studies the medical history reports and interviews parents.
-  Students with SEN are identified by their home room teacher or subject teacher with the help of checklist designed by specialist educator. The teacher monitors the children based on strands and later recommends to special educator.
-  The specialist educator identifies any concern with child and standardized assessment tools are conducted.
-  If the student meets the eligibility requirement, an Individual Education Plan (IEP) will be developed by the SEN Team (including the parents, guardians and class teacher) to address the special education services needed by the student.
-  Once the evaluation has been carried out by the SEN team, the special education referral form is signed by the Principal.


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Current level of performance is communicated through weekly reports, monthly reports and through student's homework diary.

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 Align the goal for students with diverse needs with the goal for the rest of the class.

 Identify sources of evidence (formative and/or summative assessments) to assess those standards at each grade level or grade span and determine the student growth goals for students in those grade levels or grade spans.

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9. The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

10. If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

11. If it can be demonstrated that a candidate's lack of proficiency in his or her response

Language(s) arises from an identified learning support requirement; inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

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