

INCLUSION POLICY

Rationale

Podar International School (CIE), Kalyan is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognise, respect and value difference and understand that diversity is strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

Aims of the SEN Policy Provisions

- Provide every student with access to a broad and balanced education;
- Create a learning environment suitable for each student
- Ensure students with additional learning needs (ALN) / special educational needs (SEN) are identified, assessed and provided for;
 - Promote independence, equality and consideration for others;
- Ensure all students have access to the curriculum in an inclusive way;
- Ensure that we celebrate the wide range of our students' achievement;
- Support all students to excel by offering multiple pathways for progression;
- To encourage confidence and raise self-esteem by providing a caring and well organised environment by helping students with SEN to achieve their best.
- Create a welcoming atmosphere for parents;
- Ensure that parents are able to play their part in supporting their child's education.

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- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- If the school cannot meet the student's needs adequately, the SEN Department may suggest an external referral.

Parents need to support the school and the child for providing external help as guided by school, time to time.

Inclusion during Admissions –

We welcome SEN children into our school provided that we can make appropriate provision for their needs. Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet that child's needs.

The SEND (Special Educational Needs and Disabilities) categories for inclusion are

1. Communication and Interaction (for example speech and language),
2. Cognition and Learning (for example dyslexia and dyscalculia), Social Mental and emotional health and Sensory and/ or physical (for example hearing impaired)
3. A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers
4. A specific learning difficulty which may or may not be linked to a cognitive Disability.
5. A speech and language impairment which may affect their ability to comprehend.
6. A behavioural impairment affecting their ability to concentrate and therefore learn effectively
7. A sensory impairment.
8. A physical disability.
9. An emotional disability which can affect their ability to learn.
10. A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
11. Students who speak English as their second language • Students who speak English as a foreign language or students who speak a different language at school to the one they speak

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at home, but in addition have a learning difficulty as well. A combination of any of the needs listed above.

12. Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Podar International School, (CIE) Kalyan is committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, input or outcome to meet the individual needs of pupils. This applies to the entire spectrum of children with SEN and disabilities. Support is usually provided 1:1 or in a small group, either in or outside the classroom and will be within the context of ongoing class work. Advice is requested from specialists who are a part of Podar Head Office where appropriate. All children are included in every aspect of education, such as school trips, extra-curricular activities and they are encouraged to hold positions of responsibility.

Admission criteria for SEN students

- When seeking admission for their child, parents are required to disclose to the school whether their son/daughter has an existing or probable special educational need, whether diagnosed or not. Failure to reveal relevant information may not only compromise the quality of a child's education, but may result in the forfeiture of a place in the school. Disclosure of learning needs is essential to ensure that the school is able to meet the needs of every pupil and hence promote their learning.
- During the time of admission of a child with previously identified specific education needs by the professionals such as paediatricians and clinical psychologists, the school's special needs teacher thoroughly studies the child's medical history reports, interviews the parents and observes the child. The child gets an admission if the child has difficulties which can be handled according to the school's provisions.
- Where appropriate upon transition; students with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Roles and Responsibilities:

Class Teachers / Subject Teachers

- Being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to the attention of the SEN team by following the school's identification procedure.

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- Collaborating with the SEN team in the development of an appropriate Individual Education Plan (IEP) and identifying appropriate accommodation to support learning in class.
- To follow and implement the IEP for the SEN student in their class.
- Differentiating the curriculum to meet the needs of all learners, within their class.
- Consulting with parents to outline the support that has been practiced at school and the progress made by the student.

Examination Committee

- To receive the copy of the list of SEN students needing specific examination provisions and exemptions.
- To provide a copy of the list of provisions to the invigilator and to ensure it is implemented.
- Modified assessment papers to be given to SEN students if required for school evaluation. Question papers can be read out and extra time can be given to complete the paper.
- To provide seating arrangements conducive to the SEN student.

SEN Department (Special Educator and Counselor)

- To Support an inclusive learning environment inside the school.
- To ensure that SEN students with academic concern have an appropriate IEP (Individual Education Program) planned for them by the special educator and counsellor.
- To regularly monitor interventions and feedback and to ensure they are recorded and filed.
- To keep the IEPs upgraded as per the needs of the child and when targets are achieved and the progress made by the SEN students it is duly recorded.
- To be accountable for preparing IEPs in collaboration with classroom teachers and parents.
- To ensure Planning and implementing intervention strategies and classroom accommodation with other teachers to achieve IEP goals.
- Contacting parents to inform them about the specific concerns of the students, IEP goals and guiding them with strategies to work with the students to achieve the goals - Observing and monitoring student performance in different learning areas.
- Providing feedback on student's improvement and performance evaluation during parent-teacher meetings and on the interim and end-of-term reports.

If required, assistant teacher to be arranged by parents.

Parents

- Parents should be open to seek the services of the Counselling Department for initial counselling to identify concerns.
- Parents should get assessment done when requested by the counselling Department & submit assessment reports accordingly.
- Parents should cooperate with the counselling department and teachers to achieve the suggested goals to ensure progress in the SEN students.

Any extra cost of access arrangement during any board exam has to be borne by parents.

Parents should start/continue with any kind of extra support as needed/ as guided by school at home after school hours

Conclusion

- At Podar International School, (CIE) Kalyan, there is a general understanding that teachers, students and their parents form a unique learning community working towards common goals. This belief affects the way in which inclusivity is understood and provided in the school.

The Inclusive Education Cell (IEC) at the Podar Head Office which has specialists like Clinical Psychologists, Counselling Psychologists and Special Educators would be guiding, supervising and monitoring the school and the parents relating to child's progress and development.

School management or / and Principal's decision will be considered final in all case.