

## **Domain 4 : Inclusive Practices**

### **4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.**

The feedback and feedforward, regarding barriers, provided by the stakeholders is timely addressed and these barriers are removed in collaboration with all stakeholders to ensure an inclusive and equitable school environment.

Records and inventories are maintained.

The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 atleast once a year to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.

The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 at regular intervals to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.

The teachers and the students participate in designing cost-effective, technical and practical solutions for making the physical environment of a school safe, inclusive, accessible and friendly for all students.

The school addresses equity, inclusivity and barrier free environment to divyang and students from all socio economic backgrounds by ensuring safe and accessible school building including toilets, playgrounds, water facility, classrooms, ramps, transportation and various other infrastructural facilities in accordance with the provisions laid down in

RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.

Facilities used by special needs students (divyang and students from different socioeconomic backgrounds) are not stigmatizing with regard to location, appearance, or design.

Orientation sessions for parents on ensuring equity, inclusivity and accessibility in school are organised.

The School has a Policy on Equity and Inclusion.

The school collaborates with the Govt. School Management, Community and Families of students to improve inclusive practices.

Orientation sessions for teachers on ensuring equity, inclusivity and accessibility in school are organised.

Guidelines for providing a barrier free environment along with roles and responsibilities are in place.

The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of practices adopted/facilities provided to their wards.

**4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.**

Teachers undergo ongoing capacity building programmes on inclusive practices.

The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of curriculum transacted to their wards.

The curriculum acts as an enabler for divyang and students belonging to diverse socio economic backgrounds to experience success in learning and maximise their potential.

The school provides a platform to the students to help them develop socially, mentally and emotionally in collaboration with the community.

Feedback and feedforward is taken at regular intervals from the stakeholders.

The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.

School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and children belonging to diverse socio economic backgrounds.

**4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.**

Teachers attend capacity building programmes on inclusive practices.

Development of independent living and personal management skills are emphasized through the curriculum for the divyang and students belonging to diverse socio economic backgrounds.

The school designs curricular solutions to mainstream divyang and students belonging to different socio economic backgrounds in all school programmes.

The school assesses its curricular provisions in the light of RPWD Act 2016, Right to Children to Free and Compulsory Education Act 2009, NCF and NEP at regular intervals to ensure equity, inclusivity and accessible curricular environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.

Curriculum based on the principles of equity and inclusion accommodates students belonging to disadvantaged groups - social, cultural, economical, geographical, linguistic, gender, and students with disabilities.

The school has a mechanism to identify and nurture the talent/s of each student in collaboration with stakeholders.
Each student's growth on the developmental continuum is monitored on a regular basis and support and interventions provided as per need.
Teachers are aware of child-friendly and child-centred curriculum as elaborated in the NEP and NCF.
School has guidelines for making the curriculum accessible to divyang and students belonging to diverse socio economic backgrounds along with teachers' roles and responsibilities.
Development of social skills (for healthy and positive interactions) is included as a component in the curriculum for the divyang and students belonging to diverse socio economic backgrounds.
The school Equity and Inclusion Committee ensures restructuring of curriculum and its implementation for including all children in education.
Parents of divyang and students belonging to diverse socio economic backgrounds participate in planning and managing of the school programmes, and have their views represented as members of the SMC.
The School has a Policy on Equity and Inclusion.
The curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of divyang and students from different socio economic backgrounds.
School establishes links and supports divyang and students belonging to different socio economic backgrounds for transition to higher education/vocational education.

Monitoring and reviewing practices of the system are in place; gaps identified and improvement plans made accordingly.
Teachers attend capacity building programmes as per mandate.
The curriculum is designed keeping safety and security of all students in mind.
School modifies and accommodate changes in the curriculum as per the needs of divyang and students belonging to diverse socio economic backgrounds.
The changes in the curriculum are done in consensus with teachers, special educator, counsellors and parents.
Teachers attend capacity building programmes as per mandate.
Assessment practices build in flexibility in terms of formats of questions and answers; time to respond; review and correction of earlier responses by the student; and sufficient practice time.
Teachers engage parents, peers and senior students to design and implement strategies to facilitate student learning outcomes.
The School Equity and Inclusion Policy is in place.
The school instructional supports are guided by action research and defined by a specific student support plan, and include: physical, emotional, and sensory supports; adapted materials; assistive technology and augmentative communication; personalized performance demonstrations; personalized instruction; and individualized grading and evaluation plans.
Special Educator and Counselor are available in the school to address the needs of all the students.
The assessment practices are uniform for all students.

All safety and security norms are followed.

Defined Pre Assessment and Post Evaluation of PwDs are conducted by school in time bound manner.

Assessment practices are also inclusive of students' self-evaluation and reflection of own performance.

There is a regular and ongoing program for monitoring and reviewing the process as well as the progress of students and improvement plans made accordingly.

Teachers use extra time, peer support, visual, auditory, kinesthetic (physical activity) and tactile (touch) inputs to support divyang and students belonging to diverse socio economic backgrounds.

The school invites community members to participate and engage in the learning programmes organised for the students.

The teachers give extra time to students to complete their tasks and assessments as per their ability and organize remedial classes as per their needs.

Teachers work in collaboration with special educators/counsellors to identify the learning needs of divyang and students belonging to diverse socio economic backgrounds.

School ensures ongoing professional growth of teachers by supporting the development of their knowledge, skills and attitudes regarding inclusion and diversity.

Teachers engage in open discussions with each other and with the students to plan innovative approaches to individualize learning.

Teachers adopt remedial measures to support students.

Teachers attend orientation workshops on RPWD Act 2016, RTE Act and Inclusive Practices.

Teachers make use of differentiated teaching learning practices with focus on child centred pedagogy.
School establishes linkages with neighbourhood NGOs, CBOs and other Ministries for providing support services to the divyang and students from diverse socio economic backgrounds.
Teachers are trained in the use of assistive technologies and apps to support learning of divyang and students belonging to diverse socio economic backgrounds.
Teachers use library as a pedagogical tool to enhance the learning of all the students.
Teachers evaluate the academic, social, emotional and physical development of the student on the basis of her/his individual learning plan.
School Management Committee(SMC) has proportionate representation of parents or guardians of divyang and students belonging to diverse socio economic backgrounds.
School ensures ideal ratio of students and teachers to achieve learning outcomes for all students.
Teachers collaborate with special educators for developing better teaching learning materials and processes to ensure learning of all students.
School ensures timely specification of curriculum, syllabi, availability of study material in accessible formats and provides adequate time for designing appropriate teaching learning strategies and assessment tasks.
School ensures screening of children for SLD and ASD (Disorders).
Assessment tools are inclusive by design and no special efforts are needed to make separate tools.

Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning.

Teachers give students opportunity to learn and demonstrate learning in a variety of ways such as using digital media, drawings, poetry, sculpture, pictorial presentations and forms of art etc. and to experience success in learning to the best of their potential.

Assessment reports reflect the student's abilities and needs.

The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.

Teachers teach and assess divyang and students belonging to diverse socio economic backgrounds along with other students.

Teachers make small changes, modifications, adjustments at individual level to enable divyang and students belonging to diverse socio economic backgrounds to participate optimally according to their potential in the teaching-learning process.

School provides necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion.

Teachers are trained to develop innovative practices and new teaching learning materials, as required for inclusive classrooms.

School conducts authentic, performance-based assessments within typical activities in inclusive environments for the purpose of identifying students' learning and communication styles, preferences and interests, academic strengths and weaknesses, and need for support.

School creates opportunities for sharing good ideas/models, innovative practices about students' learning within the school and provides external platforms to share their best practices.

School ensures that all the teachers have access to curriculum related materials and the necessary training to make learning possible for all in the classroom.

The school ensures participation of all students in curricular and co-curricular activities both inside and outside the school.

Formative Assessment is conducted in whole groups, smaller groups and individually, as required.

Feedback and feedforward is based upon the portfolios of students and anecdotal records.

Guidelines are available for teachers to establish equitable, accessible and inclusive classrooms along with roles and responsibilities.

Teachers make use of a range of teaching approaches including thematic and cross curricular approaches.

The teachers use total communication approach which involves various modes of communication such as using signs, oral, auditory, written and visual and tactile aids, for students who require it.

School conducts surveys of students and parents to determine the extent to which the learning needs of the students are being met.

School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals.

**4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.**

Students with different abilities across genders and belonging to diverse socio economic backgrounds participate in school cultural activities.

Records and inventories are maintained.

Indoor and outdoor games and sports and recreational facilities are accessible and available to all students from all backgrounds and modified to suit the needs of divyang.

All teachers are trained in integrating sports into their annual curriculum and pedagogical plan.

Parents are involved and engaged in the planning and implementation of sports and games and recreational activities programme for divyang and students belonging to different socio economic backgrounds.

School adopts a procedure to know the abilities of the students and accordingly makes provisions for games, sports and recreational facilities in the sports education programme for them.

Feedback and feedforward practices along with other monitoring and reviewing practices are in place.

Guidelines for providing an equitable, accessible and inclusive sports education programme along with teachers' roles and responsibilities are in place.

Teachers participate in capacity building programmes as per mandate.

PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.

Medical Report and consent is taken from the parents to ascertain if the student is medically fit enough to play the desired game(s) or sport or participate in recreational activities.
Progress of students in these activities is regularly monitored on pre-defined criteria.
Teachers prepare innovative strategies to engage divyang and students belonging to different socio economic backgrounds in different sports, games and recreational activities in a safe and secure environment.
Gaps identified in the monitoring process are addressed through improvement plans.
All teachers undergo ongoing capacity building programmes on an equitable, accessible and inclusive sports education programme.
Implementation of annual curriculum and pedagogical plan integrating sports is evidenced.
All students are involved in daily physical activity without any risk of injury to themselves or others.
All safety and security norms are followed.
Implementation of planned equitable, accessible and inclusive sports education programme is evidenced.
School has an open communication with the parents of divyang and invites them to be a partner in providing a safe and secure environment to their wards.
The School Policy on Equity and Inclusive Practices is in place.
PE and other teachers are sensitized about the needs of divyang and make participation in sports and other activities a safe and healthy experience for them.
All students, regardless of ability and background, participate, involve and engage in physical and recreational activities in a safe and secure environment in designated time slots.

Parents, alumni and community members contribute in planning and implementing sports and games and recreational activities programme designed for divyang and students belonging to different socio economic backgrounds in the school.

#### **4.3.1 The school provides safe transportation facilities to divyang.**

School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the pre-during-post safety and security norms for the transportation of students. (to and fro and during trips/excursions)

Regular training of all categories of staff, students and divyang on safety and security measures to be adopted pre-during-post boarding/ deboarding to make travelling a safe experience for students is conducted.

The parents are engaged in activities related to safe and secure transportation of students.

School provides transportation facilities.

All safety and security measures as per norms are in place.

A copy of the emergency medical card of every divyang student using school transportation is always available in the school vehicle.

Staff and students are empowered to create safe spaces within the bus.

School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.

The school transport representative takes part in the medical procedures training required for divyang, along with other safety and security measures.

Feedback and Feedforward practices are in place to analyse the gaps in the system.

School has trained and reliable drivers, conductors and escorts who are appointed after due verification.

Records and inventories are maintained.

School has an effective communication system between the school bus driver, the school, teachers and the parents.

A written plan for emergency evacuation is displayed in the school bus and the staff is adequately trained for the same.

Divyang, peers and teachers are trained on safety and security measures to be taken while boarding, travelling and alighting to and from the buses.

Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.

The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.

Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.

Guidelines for School Transportation along with roles and responsibilities are in place.

Emergency protocols for all kinds of adversities are in place and the staff undergoes ongoing training programmes.

School buses are equipped with access features for divyang.

The School Policy on Equity and Inclusive Practices; and safety and security are in place.

School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.

The guardian/parent of divyang and the bus driver are kept informed of all the specific needs during the transportation of the student.

#### **4.4.1 The school fosters a culture of compassion, care and empathy towards all.**

The school organises sensitization programmes for teachers on inclusive practices.

Teachers are the advocate for their students and families, and encourage participation of the families to improve student outcomes.

The Policy is monitored and reviewed at regular intervals; gaps identified and improvement plans made accordingly.

The school educates staff about the benefits of inclusion through capacity building programmes and workshops.

The school invites guest speakers with disabilities to interact with students, teachers and parents.

School ensures capacity building of teachers on Cross Disability.

The school staff models inclusive behaviour by treating all students with respect and providing opportunities to participate in all aspects of school life.

The school culture promotes usage of right terminology for people with varying abilities and belonging to different backgrounds through pictorial representations, written or verbal communications and through policies, practices and in school programmes.

Guidelines for overcoming attitudinal barriers along with roles and responsibilities are in place.

The teachers provide opportunities to students with and without disabilities to interact with one another.

Students are encouraged to see different perspectives by participating in inclusive programmes from an early age.

The school organises awareness programmes or campaigns on child rights and ensures compliance of the same.

Parents from diverse backgrounds and different disabilities participate and are engaged in school activities.

School has a repository of knowledge material on diversity and inclusion.

The school organises information sessions for the staff to break down stereotypes and encourage positive attitude towards all.

A culture of positive reinforcement that promotes inclusion is evidenced.

Policy for Equity and Inclusive Practices is in place.

School practices reflect that the teaching community is moving away from knowledge and information on disability characteristics to integration of inclusive practices.

The school fosters compassion, care and empathy towards all through a sustained and scalable model involving the stakeholders: A by building knowledge and information on an ongoing basis B creating model training programmes or material on understanding inclusion, its benefits to all and overcoming attitudinal barriers C communication of shared vision on commitment to full participation of students in school programmes of all abilities and backgrounds D involving students with disabilities in designing, planning and implementing school programmes E additional training for staff dealing with divyang and students belonging to different socio economic backgrounds F collaboration with community.

The school provides safe and secure environment to all the students as per norms.

The school organises awareness programmes to educate students and families on benefits of inclusion.

The school organises ongoing capacity building programmes for staff on overcoming attitudinal barriers to foster compassion, care and empathy.

**4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.**

School conducts training on self-defence for girl students every year.

All girl students of classes VI-XII attend two weeks training programme on self-defence.

Guidelines for self-defence program for girl students are available along with roles and responsibilities.

School has appointed a coach in consultation with a committee constituted at school level.

The school prepares their girl students and female staff members about situational awareness, boundary setting and assertiveness.

School has an allocated budget for providing self-defence training to the girls.

Records are maintained.

The Physical Education Programme in the school ensures that self-defence is a part of the process of empowerment of girl students.

The girl students and female staff members are provided with skills and knowledge to defend themselves by promoting physical fitness, mental discipline, and emotional well-being.

The Safety and Security Policy inclusive of ensuring safety and security of girl students is available.

School provides a 3 month training programme in self-defence to its girl students.

All students participate in school Physical Education Programme as per their allotted time table.

The school organizes orientation programme for girls on the importance of learning self-defence.

Locally available human resources contribute to the training programmes.

School has appointed a nodal person who coordinates the training programmes for girl students every year.

Self-defence training is a mandatory part of school curricula for all girl students of classes I to XII.

Feedback and Feedforward is taken at regular intervals from the girl students, female staff members and their families to assess the efficacy of the programme; gaps identified and improvement plans made accordingly to strengthen the system.