

Utpal Shanghvi Global School



Inclusion Policy

Our Belief at USGS:

We, at Utpal Shanghvi Global School IB PYP, believe that each learner is unique and has individual learning styles. We allow this to flourish under guidance from the teachers and support from the parents. The process of teaching and learning is tailor made to suit not only the academic needs of our learners but also to enhance the social, emotional and happiness quotient of our young minds.

All learners at USGS, are empowered to make their own choices and follow their chosen path to achieve the learner profile attributes. The learners are motivated to self-assess their own learning needs followed by peer assessment and teacher assessments to chart a course of action suited to scaffold their learning.

In order to implement individualistic action some practices followed in our classrooms are:

- Create a safe and conducive learning environment that feels inviting and non-intrusive.
- Create differential material learning assignments.
- Make use of technology and programmes to enable better learning.
- Develop independent learners, capable of taking ownership of their learning.
- Communicate individual learning goals with learners every week during our Reflect and Reshape program which is specially designed within our timetable to provide a review for individual learner needs.
- Provide assistance to teachers with the guidance of an in-house Special Educator and Counsellor who address the needs of all students and help in working inclusively.
- Give equal opportunities to children from diverse backgrounds and abilities to respect, socialize, and learn together.

At USGS, Inclusive learning benefits all students in the classroom by providing thoughtful, personalized instruction and promoting individuality and equity. Special education teacher, counsellor and general education teachers often work together to develop a curriculum and create a positive student culture. In an inclusive classroom, special education teachers have the essential role of ensuring that students with differential needs receive a quality education. We believe that special education and general education teachers must have mutual respect and open minds toward the philosophy of inclusion, as well as strong administrative support and knowledge of how to meet the needs of students with disabilities.

A. Role of a Special Educator and Counsellor in the implementation of IEP (Individualized Educational Plan): The involvement of a special education teacher is crucial to the success of a combined learning environment in a number of areas.

- **Curriculum Design**

Teachers work together to develop a curriculum that is accessible to all students, or the special education teacher might make modifications to the general education teacher's lesson plans. The special education teacher will also create supplemental learning materials for specific students, including visual, manipulative, text, and technology resources, and determine when one-on-one lessons might be needed.

Teachers examine students' strengths, weaknesses, interests, and communication methods when crafting lessons. The students' IEPs must be carefully followed to meet achievement goals. The special education teacher helps the instructors to understand why certain accommodations are needed and how to incorporate them.

- **Classroom**

Our inclusive classrooms are based on a co-teaching model, where both home room teachers are present all day. Special education teachers often sit with or near students with IEPs to monitor their progress and provide any special instructions or supplemental learning materials as students require varying levels of individual instruction and assistance, based on their unique needs.

Teachers also give time to students out of the classroom for one-on-one lessons or sensory activities, or arrange for time with counsellors and the special educator. To help maintain a positive climate, the counsellor and special educator also assist the general education teacher in presenting lessons to the entire class, enforcing rules, and other classroom routines. Home room teachers and special education teachers take break classes into smaller groups or stations to provide greater engagement opportunities.

▪ **One on One sessions with the Counsellor for students and parents**

The counsellor enables the students to gain a feeling of self-confidence and independence within the education setting and also makes students feel sufficiently supported. The Counsellor also organizes periodic IEP meetings with each student, their family, and certain staff members to determine whether adjustments need to be made to the student's plan.

B. Identification and assessment of students

Inclusive assessment is about more than evaluating students. It is the on-going activities that allow students and instructors to understand student progress on meeting the course learning objectives. Students are asked to demonstrate their learning through formative and summative assessments

Candidates eligible for inclusive assessment are those with individual needs such as:

Medical/psychological/psycho-educational documentation

Examples of educational evidence include:

- Anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator, special educator or school counsellor.

Approaches to assessment:

- Student learning is prompted by early, frequent assessment and feedback for learning.
- Inclusive assessment includes a blend of quantitative and qualitative data.
- Assessment utilizes multiple and varied methods of student performance.
- Student learning is enhanced by exercises or assignments that promote self-assessment and self-awareness.
- Inclusive assessment provides opportunities for students to express their learning in different modes and modalities.

At USGS, communication with parents is essential for inclusive classroom success. Families receive regular updates on a child's academic, social, and emotional development through phone calls, emails, and other communication means. Parents can help students prepare for classroom routines. Expectations for homework and classroom participation is established early on.

Bibliography:

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

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