



The world is your stage

CPS GLOBAL SCHOOL

INCLUSION POLICY

Established: 2012
Last Reviewed: 2022
Next review: 2025

 **CAMBRIDGE**
International Examinations
Cambridge International School



TH Road, SH 50, Thirumazhisai,
Chennai 600 124, Tamil Nadu, India

www.cpsglobalschool.com
E: info@cpsglobalschool.com

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

CPS Global School Mission Statement:

To offer a dynamic educational program to students of diverse backgrounds that encourages excellence through inquiry based approach and collaboration to groom them to become lifelong learners; inculcate intercultural understanding and respect among the community; enables seamless transition from school to tertiary education anywhere in the globe; practices the ethics of love and compassion towards all and commit themselves to become socially responsible adults in creating a peaceful world.

IB Learner Profile:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

School Philosophy of Inclusion

“EVERY CHILD HAS A RIGHT TO LEARN”

CPS Global School attempts to have a holistic approach to meet the personal, social, emotional and intellectual needs of every pupil, in order that each might participate fully and gain maximum benefit from everything the school has to offer and to ensure the participation and learning of all students.

Each student receives support that enables and empowers him/her to be an important part of the school community. The community works as an integrated whole to ensure that the learning graph is progressive and each student is treated equally so that they engage in learning and in imbibing important life skills. Every educator contributes to each student’s journey of learning.

Aim and Purpose of Inclusion Policy:

- To recognize that every learner is different and the approach has to be moulded as per the student’s learning capability. A concerted effort in this direction will keep all our students engaged in a rigorous and relevant learning program.
- To not discriminate students requiring learning support in the admission and assessment process and in provision of curricular and extra- curricular programs.
- The School is dedicated to provide appropriate support to make all students independent learners. This helps students and teachers give value to each individual by accepting those with special needs as one amongst them.
- The inclusion landscape rests on the foundation of mutual respect and fosters a culture of collaboration. Time spent learning together help the students to forge lifelong relationships with their peers.

- To ensure teaching and learning addresses both the common human bonds and diverse perspectives

Objectives of the Inclusion

- To ensure that each student is given access to the whole curriculum.
- To encourage students to develop independent skills that will enable them to function normally in their everyday contexts.
- To encourage that the professional staff provide equal opportunity for all students.
- To ensure that the teachers assume responsibility for the learning of all students.
- To encourage cooperative planning to address the issues of learning among all students.
- To provide structures and systems needed to help support the diversity of all learners.
- To foster a curriculum that is creative and differentiated to support all our students in reaching their unique potential
- To have a reflective process in which we can determine next steps for all learners
- To develop contact with outside professional agencies or individuals.
- To report once in every term to parents on the policy and effectiveness of the student's learning or as per the need.

Inclusive policy and Admission Policy

One of the IB learner profiles 'Caring' emphasizes empathy, compassion and respect. At CPS Global School we believe that such care and consideration should be given equally to all students. We have a commitment to service to make a positive difference in the lives of others and in the world around us.

The admission policy of CPS Global School clearly states that students with special education needs are considered on an individual basis depending on the severity of their condition. CPS GS accepts and admits students with mild/moderate educational needs and physical challenges in Grades 1 to 5 but students with severe disabilities are a matter of concern since the school is only partially inclusive.

Mild Difficulty may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. Moderate Difficulty may be defined as learning problems in two areas of academics both in Language and Math. We admit students with ADD/ADHD, Autism, Dyslexia, Dyscalculia, Dyspraxia (cognition and learning), and behavioral disorders based on the severity of the condition.

At the time of admission, parents should be transparent to disclose the special needs of their ward. The counsellor can only then understand the severity of the disability after reviewing the

clinical assessment report of the student. Based on their feedback, a series of meetings with the parent and student are scheduled to identify the school's capacity to cater to the needs of such students. Parents are responsible for providing the school with the student's medical history and required documents. The school also identifies special needs through the placement test (CPS GS SAT) as a screening procedure for new applicants.

If students are identified with educational needs in due course of time by the special educator or teachers, they are referred to external professional agencies for formal assessment. Depending on the nature of the special educational needs, a remedial program is designed for students with mild and moderate learning difficulties in Grades 1 to 5. Teachers will be notified of the situation and oriented to change their teaching strategies to help such students.

For board appearing students, the Cambridge Coordinator/DPC contacts the CAIE/IBO for the necessary adjustments in assessments. It is the responsibility of the parent to seek a certified intervention centre to assess the student and the school only suggests places where this can be carried out.

When considering if a child needs support the school takes into account:

- pupil's previous progress and attainment
- teacher's assessment and experience of the pupil
- pupil's development in comparison to their peers and national data
- views and experience of parents
- advice from external support services, where appropriate

In the beginning of each year, professional experts in differentiated teaching are invited to conduct workshops/ orient teachers to understand and incorporate strategies to enhance the learning process of students of diversified abilities.

Students are also counselled to cope up with emotional problems like Depression, Behavioural Issues, Abuse, Parental Issues, Adjustment Issues, Exam Fear, Time Management Issues etc.,

Roles and responsibility of the School Community

Responsibility of Special Educator/ Student Counsellor

- Administer the day-to-day operations of the Inclusive policy.
- Identify the special educational needs of students at different levels through informal tests and to recommend for further action
- Establish strong partnership with the parents of Special Needs children, agree on goals and discuss ways of achieving them.
- Devise a remedial program to help students attain their fullest educational and personal potential.
- Help students adjust and become integrated into their environment.

- Contribute to in-service training of staff
- Liaison and work collaboratively with teachers to ensure that the individual students' needs are effectively met
- Report to HOS and Update parents regularly
- Document all assessment and progress
- Liaison with professional agencies wherever appropriate

Responsibility of Teachers

- To help identify pupils who are having difficulties and refer to the counselor.
- To provide educational support and practical help to the student by assessment of individual needs and adopting appropriate strategies in the classroom under the guidance of the counselor.
- Teachers ensure children:
 - feel secure and know that their contributions are valued
 - appreciate and value the differences they see in others
 - have a common curriculum experience that allows for a range of different learning styles and abilities
 - are encouraged to participate fully, regardless of disabilities or medical needs
 - are regular for the remedial classes and keenly monitor their progress.

Responsibility of the student

- To be proactive in asking for assistance from teachers, Coordinators and/or staff members.
- To participate in discussions concerning them when asked to or when required by the school.
- The student is responsible for completing the coursework to the best of their skills in the time allocated for its requirements.
- The student will take ownership of their learning.
- Long-term assessments such as Internal Assessments, Extended Essay, and other work are to be completed independently with supervisor guidance, and submitted in time for moderation requirements.

Responsibility of the parent

- Attending meeting(s) that might be required to discuss their child's progress in different aspects of their school life, whether academic, social, emotional and/or behavioural.
- To disclose if there is a previous formal educational-psychological evaluation at the time of admission and other relevant information about their child's inclusion needs.
- To participate meaningfully in the interventions and the procedures of the

individualized learning plan of their child as guided by the student counselor.

Responsibility of the Coordinators

- To work collaboratively with the teachers of their respective programs to support the students with their learning needs in terms of access and accommodations that may be required.
- To advise parents and communicate relevant information of the support program needed.
- To provide assessment accommodations as needed and approved by the CAIE/IB.
- To maintain discretion and support with providing inclusion services.
- To conduct monthly/bi-monthly Departmental meetings with the Learning Support Team to review the plan and progress in collaboration with the teachers.

Responsibility of Pedagogical Leadership Team [HOS]

- To provide relevant and necessary training to staff and faculty to be able to implement learning support requirements and differentiated instruction.
- The team reserves the right to admission and/or accommodations that the school can or cannot provide with respect to the available resources and infrastructure.
- To conduct review meetings at the end of every academic term with the HODs to review the plan and progress of the students.

Initiation of Inclusive policy at CPS Global School

1. Parents and teachers usually “discover” the problem when the child fails to cope with school work. A detailed feedback is taken from the teachers, related to all the academic issues of the child, when students’ performance

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

2. A screening test is conducted at the beginning of the academic year for all the grades, where in each assessment is scrutinized and if found with indications/errors/signs, they are referred to the special educator for further formal/informal assessment.

Common indicators in students are as follows:

- Spelling Errors, Punctuation errors, Writing errors, Syntax Errors, Difficulty in comprehending word problems, Mixing-up of math signs and symbols etc.

- Reading Errors: This is a gray area as children coming from a vernacular background also have reading errors. Hence they are observed for 6 months before reassessment.

As per WHO guidelines, a child cannot be labeled as one with special needs till he/she is 8-years-old, as the brain is still developing. The Special Educator in collaboration with the teacher makes observations for 6 to 8 weeks.

Assessment Approaches

There is a wide range of testing procedures that one can choose from when testing the learning difficulty. Generally the assessment test falls into two groups- formal and informal. Formal testing uses standardized tests while informal testing uses non standardized tests.

Informal Assessment

Informal assessment is a non standardized test. It is done to analyze whether the child's academic issues are due to an unsystematic study plan in the early years and guidance at home or if the child is having any kind of learning difficulty.

Informal assessment is done by using the following tools.

- Alphabet sequencing- uppercase and lowercase
- Letter identification
- Letter sound association
- San Diego quick assessment (sight words)
- Spelling test
- Reading test
- Free writing
- Comprehension- picture and listening
- Schonell Graded Spelling Test and Schonell Graded Reading Test
- Revised Wepman Test of Auditory Discrimination and Visual Discrimination

How do we approach the Parents?

Once the informal assessment is done, the Head of School/DPC/Coordinators along with the Special Educator meet the parents individually to discuss on:

- The academic issues faced by the child, both in school and at home. In such cases, the parents are counseled about the learning disability, its remedial measures and support guidelines at home. Students are provided with remedial classes to enhance the basic skills to be on par with the grade level. The classes are discontinued once the child starts performing as per grade level appropriately.
- The parents are advised to take the child for a Formal Assessment, if required.

Formal Assessment

A formal assessment carried out by an educational therapist/clinical psychologist is a systematic process of collecting information about the child, his past and current levels of performance, his strengths and weaknesses, to help them make educational decisions about their future. It shows the discrepancy between intelligence and achievement, as measured by standardized psychological assessment tools like Dyslexia Screening Test-S (DSTS), TONI 3, WIAT and Achievement Tests etc.

Most importantly, it provides a detailed suggestion for both the parent and Special Educator on ways to mediate the child.

The formal assessment is required:

- For the children who are unable to fair well, in spite of proper guidance and attention given.
- To convince the parents to understand their ward's difficulty is the major task. Hence the counseling given as a part of formal assessment helps them to understand the issue better and act accordingly.
- It also provides a deep insight to the remedial teacher to understand and deal with the child's issue.

Remedial Program

The Remedial program is offered for Grades 1 to 5 where students are categorized into very small groups. They are provided with a highly structured learning environment with objectives being clearly specified and sequenced. The Special Educator has to be sensitive to the different learning styles and cognitive structures. Hence the school follows a multisensory systematic approach, where reading, spelling, writing skills and cognitive skills are enhanced through various strategic methodologies. For Grades 1 and 2, the focus lies in developing the ability to read, spell and write. Conceptual teaching through various strategies is done majorly at Grades 3, 4 and 5.

There are different modalities of training these children, like:

- Learning through mnemonics
- Simplification of the text
- Breaking down of the word problems into simpler components
- Time management
- Cognitive Behavioral Therapy (CBT)

Teachers guide these students during the examination by reading and simplifying the questions. A modified question paper is given for the Summative assessments to boost their morale. A blue print of the question paper pattern is communicated to the parent to make it transparent.

Reporting

Rapport between the Special Educator and the Parent plays a major role in bringing a positive change in the child's performance. They discuss and share the child's strengths and weaknesses, learning styles, and strategies to help them guide their child at home.

Every pupil in the school has their progress reviewed and feedback is provided periodically. The school presents a report to parents on their child's progress, twice a year.

The areas where the teachers are expected to extend their support to assist the remedial children:

1. **Reading:** It is one of the most important skills that can prepare a child for academic excellence which has to be included from Grade 1 by all the subject teachers. Reading could be done as an activity like read –repeat, pair reading, peer reading etc.
2. **Writing:** Children imitate and learn what they see; hence it's very important for a teacher to present her work in a more legible manner. Children with mirror image can be given the liberty to write in print form. They can also be provided with single ruled notebooks instead of four lined. Teachers need to give importance to the presentation of any written work, which has to be modeled and not taught.
3. **Spelling:** Drilling the spellings of keywords could be done with ease by using the smart board, play way activities etc. Phonics and sight words need to be taught constantly. Dictating the words and sentences would help to improve their spelling, writing, attention and memory. This could be done for 4 and 5 grades.
4. **Conceptual understanding:** It is important to have a good understanding of different concepts as it assists in their ability to follow instructions and be specific in what they are talking about. Each child is unique and has his or her own learning style. It may be difficult but surely not impossible to cater their needs in a classroom set up. Teachers should modify their teaching methodology and emphasize through a multisensory approach.

Certification

Students with special education needs are assessed by a Clinical Psychologist through standardized assessment tools like the WIAS or DSTS and certified.

Based on it, the Head of School/DPC/coordinator requests for Special access arrangements in the board examinations like Extra time, Reader, Writer, allowing shadow or aide teacher, Relaxation from additional languages, altering the method of evaluation and many more. School has the ability to support only students who are mild/ moderately inclusive and access arrangements to that effect only will be availed and made use of for the Board Exam. Severe cases cannot be handled in our school.

Liaison with External Agencies

Referrals are done to consultants and specialists that include Clinical Psychologist, Speech/ Language Therapist and Occupational Therapist as per the requirement of the student. It is the

responsibility of the parents to carry out the process and the school will only suggest places where this can be done.

Guidelines and Procedures during Board examination

After the identification process, the students with special needs are provided with following special arrangements, as and when needed and as permitted by CAIE and IB.

The CPSGS and its staff aim to continuously monitor the progress of students identified as children with special needs and provide them the necessary support, also providing them with the required exam related arrangements. The process of identification of special education needs is clear, transparent and consistent.

IBDP	CAIE
<p><u>Arrangements not requiring authorization:</u></p> <ul style="list-style-type: none"> ● Student will be provided to take examination in a separate room to suit the needs of the student ● A reader/writer may be provided as per the requirement of the student. ● Rest periods may be provided so as not to tire the student. ● Student may be allowed to take medications if need be. ● Similar accommodations may be offered to students with unique needs not only during summative assessments as also formative ones and periodic classroom assignments and tasks. <p><u>Arrangements requiring authorization:</u></p> <ul style="list-style-type: none"> ● Access to additional time ● Additional time 25% may be given to a student according to the student’s needs. ● Use of human assistance ● Scribe/ Reader during exam if needed ● Word processor ● Access to extensions to deadlines 	<p><u>Access arrangements:</u> Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs. Example: the use of a <i>scribe, modified papers or extra time.</i></p> <p>Types of access arrangement</p> <ul style="list-style-type: none"> ● Colour naming ● Coloured overlays ● Computer reader ● Exemptions ● Extra time ● Human reader ● Practical assistant ● Prompter ● Reading aloud (candidate) ● Reading pens ● Scribe ● Supervised rest breaks <p><u>***For each there is an application form and set of deadlines.</u></p>

Confidentiality

CPS Global School treats all information about a candidate as confidential. If required, information will only be shared with appropriate personnel and members of the committee (who will be instructed to treat such information as confidential).

Links to other School Policies

Language Policy:

Students with special needs are identified after being observed by the subject teachers and referred to the counselor. In collaboration with the subject teacher, Special Educator and the parents, a course of action is then devised to help them, with an individualized educational plan. A student with needs may also be exempted from learning the additional language/s based on the recommendations of the diagnostic reports obtained from registered testing and evaluation authorities and submitted to the school.

Assessment Policy:

The Assessment arrangements listed below require authorization from the CAIE and the IB Assessment Centre.

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to Speech and Communication

Admission Policy:

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 admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Review process

The Inclusive policy will be revisited once every three years, reflected on by the teachers, Special Educator, Coordinators and Head of the school. The necessary changes will be incorporated after collaborative discussions and approval from the Governing Body.

References:

1. International Baccalaureate Organization. Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes. Geneva, Switzerland. August 2010.
2. International Baccalaureate Organization. Meeting student learning diversity in the classroom. Geneva, Switzerland. May 2013.
3. Oakridge Junior School. Inclusion Policy. 2014.
4. International School of London. Special Education Needs policy. Surrey. 2016.
5. Copenhagen Primary School. Special Educational Needs Policy. June 2015.
6. Principles of inclusion - [Admissions Policy \(kchigh.com\)](#)
7. [Search - Home - IB programme resources \(ibo.org\)](#)
8. University school of education, GGSIP University - [Inclusive Classrooms - YouTube](#)
9. [Inclusion-Policy.pdf \(genesisglobalschool.edu.in\)](#)
10. [Department of Education and Training. Inclusive Education Policy.](#)
11. <https://classroom.synonym.com/special-education-teachers-need-standard-course-study-15017.html>
12. https://targetb-ed.co.in/what-is-inclusive-education-characteristics-and-needs-of-inclusive-education/#Definition_of_Inclusive_Education
13. <https://resources.finalsite.net/images/v1612597832/ishdk/ogyfqkzfiiuooisxvqrn/ISH-Inclusion-Policy.pdf>
14. [Inclusive Access Policy Reviewed 2020.pdf \(singhania-school-libdp.org\)](#)
15. [Inclusive-Education-Policy.pdf \(goetheschule-ib.de\)](#)
16. [Symbiosis-International-School-Special-Education-Needs-Policy.pdf \(symbiosisinternationalschool.net\)](#)