

INCLUSION POLICY

Academy Mission Statement:

Committed to the highest standards of pedagogy and education to keep the flames of learning ignited for life, Knowledgeum Academy ensures that all students achieve their highest potential to join the global community of learners and contribute proactively towards creating a better world through intercultural understanding and respect.

Cambridge Assessment International Education and Inclusion:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Special Education Need:

- A special-educational need is a term that describes the difficulties that can affect a child's ability to learn.
- Some children with learning difficulties or disabilities may find difficulty in learning more than most children of the same age group.
- Most children with special education needs will overcome these challenges with extra support and help during their early years at school.

Common SEN Categories:

- Speech, language, reading and writing – difficulty expressing themselves or understanding others.
- Difficulty concentrating and the ability to understand - Difficulties with cognition and learning; they may struggle with all or specific parts of the curriculum, such as literacy and numeracy, and learn at a slower pace than their peers.
- Behavioural and emotional issues - Social and emotional difficulties can present themselves in a wide variety of ways where a child may become withdrawn or display disruptive behaviour.
- Problems with socialisation and community living - Difficulty in handling relationships with other people or behaving in ways that prevent their or others' learning and wellbeing.
- Physical and Psychological issues - Disability or medical condition that affects their learning and prevents them from using generally provided educational facilities.

Purpose of Inclusion Policy:

The policy provides equal opportunity to various abilities, geographical, cultural backgrounds and socio-economic classes. It assures that every learner will have equal access to all the resources to build their academic career path. Academy is committed to helping the learners identify their strengths and weaknesses, further providing necessary support and guidance to tap their full potential. The policy details the provisions available for special education need learners for admissions at the Academy and the support system.

This policy is developed based on the following standards and practices of CAIE: -

- The school supports access for students to the CAIE programme and philosophy.
- The school extends support to the students with learning and/or special educational needs and trains their teachers accordingly.
- Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.
- Teaching and learning differentiate instructions to meet the learning needs and styles of the students.

This policy communicates how the Academy meets the needs of children with learning difficulties, behavioural issues and counselling, facilities available for physically challenged learners and assessment support for SEN.

Admission to Academy:

Academy welcomes SEN candidates and all others for admission, following the admission criteria and procedures stated in the admission policy. Academy will evaluate the level of the special education requirement, suitability of their mainstream education, and the availability of resources and facilities to meet the needs of the students. The Academy staff would be prepared and equipped to handle mild to moderate SEN; such candidates would be eligible for admissions after initial evaluation. Severe learning disabilities alongside physical and mental challenges are not within the scope of the Academy.

All teachers are SEN teachers:

All teachers at the Academy are trained and will take care of the inclusive principles of the Academy and ensure:

- Note the SEN candidates from the admission records; identify other SEN candidates through diagnostic and other assessments at the early stage.
- Prepare lessons and activities to meet the differentiated learning in the classroom.
- Identify projects, assignments, and group work which provide equal opportunity to all learners.
- Use a variety of formative assessments to determine the needs and abilities of the students.
- Provide a support system in the summative to take care of SEN requirements as per the provisions available in the assessment principles.
- Organise remedial and enrichment programmes to meet the learning requirements of the individual.
- Coordinate with the SEN department to maintain all records related to SEN.
- Report to the coordinator on severe cases of SEN, that are beyond the scope of the teacher; and any other repeated behavioural issues.

Counsellor/Psychologist:

Academy's counsellor is qualified to handle behavioural and other learning issues. The counsellor heads the SEN department called the SEN Cell. The counsellor is responsible for coordinating with teachers and SEN students and maintaining all SEN related records. The responsibilities of the counsellor are as follows:

1. Academic Guidance:

To help the students understand their learning needs and difficulties, equip them with alternate study skills. Coordinate with the teachers to create a personalised teaching strategy for SEN students.

2. Psychosocial problems:

To help in the early identification of behavioural problems and take necessary steps to prevent grave psychosocial issues.

3. Working with Parents:

To enable holistic support and ensure that the child's home environment is secure and nurturing for her/him. To keep the parents up-to-date regarding the progress in counselling and ensure that the results are maintained at home.

4. Working with Teachers:

To organise a workshop for teachers on counselling and guidance. To keep the teacher informed about the counselling sessions done for any student and their progress. To help the teacher manage multiple SEN cases and other behavioural problems.

Handling Behavioural Issues:

Academy has a three-stage counselling procedure for mild or moderate behaviour issues.

- Stage 1: Subject teacher and Homeroom teacher level counselling.
- Stage 2: School counsellor level counselling – referred by a teacher.
- Stage 3: Coordinator and Parent level intervention and counselling – referred by teacher/counsellor.
- Stage 4: Seeking guidance from professional educational or clinical psychiatrists wherever required.

Inclusive principles in teaching and learning:

- Promotes individual confidence, positive attitude and self-esteem in all learners.
- Promotes early identification of SEN.
- Enables every student access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs to remove barriers to learning and achievement.
- Provides students with the quality of opportunity to participate fully in school activities.
- Provides effective assessment and monitoring of students' needs.
- Informs all relevant staff of the students' needs to ensure effective provision and continuity of support.
- Fosters positive cooperation with parents as well as a close and effective partnership between parents and outside agencies.

- Involves the students in their learning.
- Delivers appropriate staff development to ensure that staffs have high expectations for students with SEN.

Inclusive Principles in Assessments:

The Academy will consider reasonable adjustments in its assessment to support the SEN candidate, whereas its rigour and integrity will be held high. As per the assessment inclusive principles of CAIE, the following facility would consider SEN students at school level assessments.

1. Extra time
2. Scribe
3. Reader or Translator

The Coordinator will inform CAIE and seek prior permission for inclusive assessment provisions wherever applicable for assessments.

Policies linked in:

1. **Academic Integrity Policy:** All students, including SEN children, must understand the academic honesty policy, and strictly follow the same.
2. **Admission Policy:** Admission guidelines and basic requirements are uniform for all candidates, including SEN children.

Subject teachers and school counsellors will make all students, including SEN, children understand the policies in practice.

Communicating the Policy:

- The policy is available on the school website along with the other policies for all its stakeholders.
- The Academy handbook contains all the policies for the students and parents.
- Copies of the Handbook are kept in the school library and staffroom for reference.

Policy Review:

The Inclusion cell, along with the coordinator, will review the policy once in an academic year. The policy would be revised as per the requirement.

Reference:

<https://www.daynurseries.co.uk/advice/what-are-special-educational-needs-and-disabilities-send>