

BRIGHT WAYS INTERNATIONAL SCHOOL INCLUSION POLICY

1. RATIONALE

The Bright ways International School aims to provide “**Learning for All**” the development of a fully inclusive system of education.

It supports CBSE’S inspirational vision to become fully inclusive by 2020..

The program will cater to the diverse cognitive, social, emotional and physical needs of the students.

PRINCIPLES

Bright ways International School ensures that no child is left behind and that all students from all walks of life are given equal opportunities to receive quality, holistic education that is free from any form of discrimination, abuse, neglect and exploitation. The school believes that each child is unique in his or her style of learning and development. Hence, it is the goal of the school to create a safe, stimulating, supportive environment that is conducive for the encouragement of all students, with and without “additional needs”, to achieve success through effective education by removing all the barriers to learning and making sure that students’ individual needs are met. The special educational needs of all children will be met, in a way it is suitable and relevant, in mainstream settings, otherwise in withdrawal settings.

The school envisions a community in which all students will be respected and valued within and outside the classrooms. In this regard, this Policy has been made to provide all school staff and stakeholders clear guidelines on effective provision of support for potentially vulnerable groups such as:

- Students with Special Educational Needs and Disabilities (SEND)
- Students who are at-risk or having General and/or Specific Learning Difficulties

3. INCLUSION

Inclusion is a right, not a privilege for a select few.

- A student of determination is; a student with a long-term physical, mental, intellectual or sensory impairment, which in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.
- Inclusion is about ensuring access for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive

INCLUSIVE EDUCATION

The vision of Inclusive Education is “**A SHIFT FROM A MEDICAL MODEL TO A RIGHTS BASED MODEL OF DISABILITY**”, as per United Nations Convention on the Rights of Persons with Disabilities (UNCRPD’s) principles and directives.

It is the progressive development of beliefs, systems, attitudes and behaviors that enables inclusive education to become a norm that underpins school culture and is reflected in the day to day life of the school community.

Brightways International School will work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

All stakeholders including governing bodies and leaders at all levels :

- Acknowledge that all students have the right to education in a common learning environment
- Recognize the learning potential of all students.
- Prevent marginalization and discrimination in education based on the experience of SEND in order to reduce barriers to participation in learning.
- Be proactive in removing barriers to learning in diverse student populations, by adapting and modifying curriculum, teaching and learning strategies.
- Reject ability-labeling in teaching, along with the idea that some learners cannot learn due to individual deficits.
- Fulfill their responsibility to facilitate an inclusive culture within their individual education settings and be accountable through the programs, practices and outcomes of the entire learning community.
- View and value student diversity as integral to the human condition.
- Differentiated approaches to teaching and learning keeping in mind the theories of learning that support child-centered and differentiated approaches to teaching and learning.

INCLUSION TEAM:

• INCLUSION GOVERNOR

The Governor for Inclusive Education is a member of the school's Governing Board who has special interest in inclusion and is responsible for ensuring that the governing body is well informed about the inclusive system and practices for students of determination.

• PRINCIPAL

In addition to the core functions under the regulation of the Ministry of Education, the Principal is responsible for:

- Overseeing the day-to-day operation of the inclusion policies in the school.
- Promoting a culture of inclusion and creating awareness among students and staff about the rights of the students of determination as well as the gifted and talented students.
- Ensuring that the special educational programs of the school are well implemented.

• SPECIAL EDUCATOR

The Special Educator will ensure that all students with special educational needs are given full opportunities to develop and learn. Some of the key responsibilities are:

- Developing and facilitating programs that will enhance awareness about the rights and needs of students of determination among the members of the school community.
- Developing and monitoring of the implementation of the IAP/ALP/IEP for the students of determination.
- Guiding and training the regular classroom teachers to improve their skills in providing effective and appropriate teaching strategies to meet students' individual needs.
- Collaborating with the parents to ensure consistency of the teaching strategies and to strengthen the partnership between the school and home.

• SCHOOL COUNSELLOR

The school counselor will be available to guide the students as well as the teachers regarding their academic, behavioral, emotional and social concerns. Some of the key responsibilities are:

- Helping students process their problems and plan goals and actions by identifying & building on personal beliefs regarding the student counseling program
- Organizing and facilitating peer counseling programs and training workshops focusing on learning behavior.
- Designing and implementing Behavior Intervention Plans and other behavior, social, emotional monitoring tools that focus on positive student outcomes

• SUPPORT TEACHER

The Support Teacher will be responsible for training of the teachers to ensure that they are equipped with effective teaching skills to support all students including those with SEND. The support teacher is expected to spend 60% of her time assisting and guiding teachers, 25% working with students of determination and 15% working on administrative duties. One Support Teacher will be provided for every 200 students on roll.

• CLASS TEACHERS/TEACHERS

- Responsible and accountable for progress and development of all students in their class.
- Coordinates with the inclusion officer to ensure effective identification and intervention in the class
- Plan and implement differentiated activities and teaching strategies to ensure inclusion across the curriculum for all children.
- Create a positive classroom environment that motivates the students to achieve their maximum potential.

• SCHOOL NURSE

The key role of the school nurse in supporting and promoting inclusion at the school is to ensure that the IST members are well informed of the medical condition that could affect learning of students. The school nurse is also expected to keep health and medical records and ensure health and safety of the entire school students.

• PARENTS

Parent's important part of our active decision-making with regards to students participation in their child's education, in form of review meetings, parent consultations, parent training, workshops and induction meetings. All reports and information shared are kept confidential and treated with sensitivity.

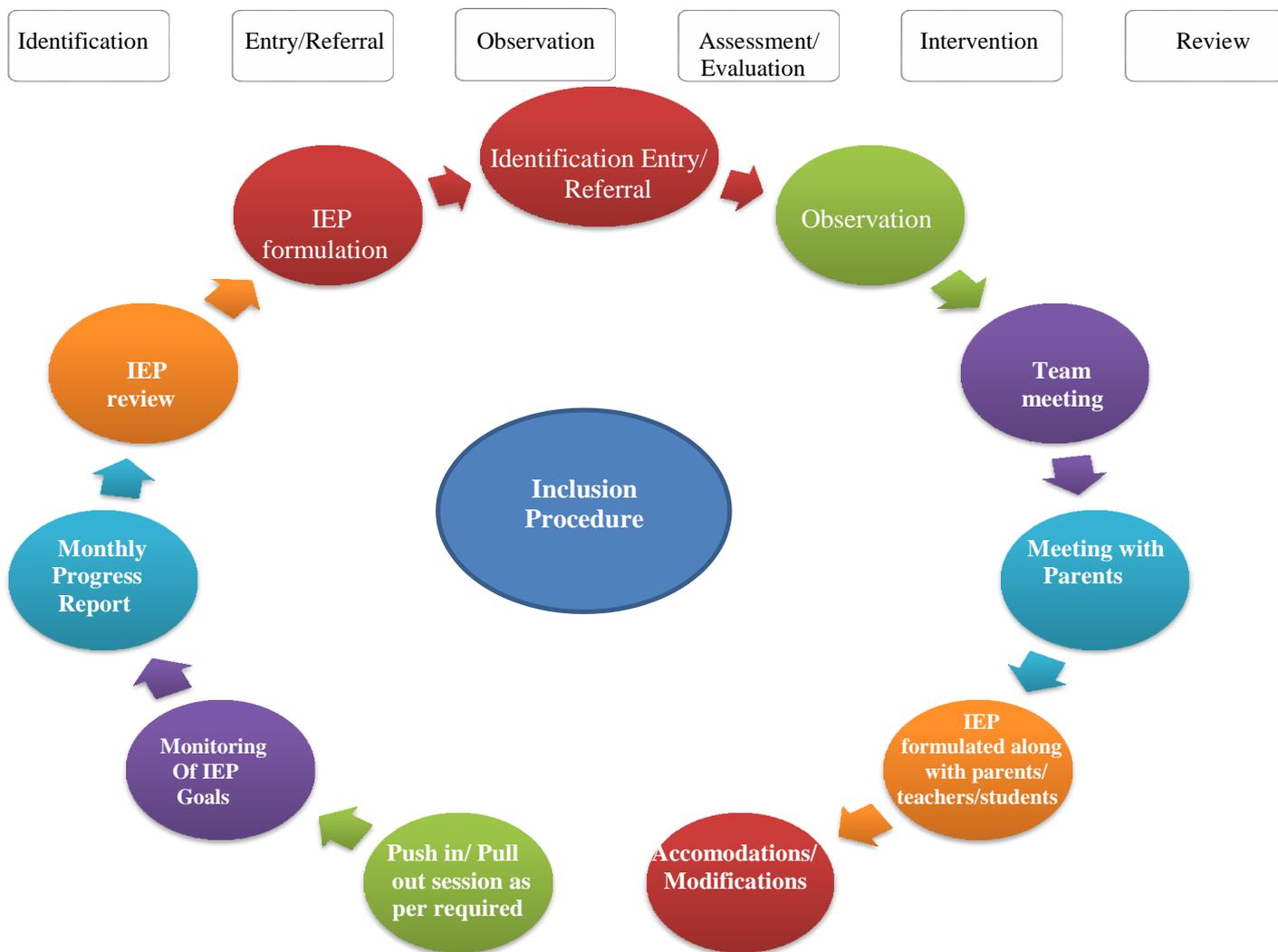
Parents are engaged in the following ways:

1. Monthly report of the child.

2. Discussion of IEPs/ALP/IBPs of the student term wise.
3. PSG group and meetings
4. Coffee morning held once in two months to give a space to parents to express their views, their concerns and feedback of the department.

6. INCLUSION PROCEDURE

The Bright ways International School will follow a graduated approach in providing support to the students of determination. It is a continuous cycle of *assess-plan-do-review* to ensure better understanding of the students' needs that will lead to providing appropriate strategies to achieve good outcomes.



4.1 IDENTIFICATION

The BIS Inclusion Support Team will identify potentially vulnerable students in the following ways:

At the time of Admission:

- The Inclusion Team will be a part of the admission process and will help in identifying students who may require additional learning support. These students could be:
 - with official diagnosis and psycho-educational report
 - without psycho-educational report but show clear signs (e.g. Down Syndrome)
- If the child has been identified before admission, the parents may directly approach the school administration and present their ward's psycho-educational report and other relevant documents to request for learning support services. A member of the inclusion Team will do the pre-assessment and interaction which will involve observation of the student's communication, social, emotional, behavioral, and academic skills.

Identification in School:

- Indicators of additional support may also be recognized by the teachers based on the student's classroom performance. Student may show signs of learning difficulties such as:
 - poor visual and auditory perception skills
 - difficulty in the Literacy area (phonics, reading, reading comprehension, spelling, written expression, handwriting)
 - difficulty in Numeracy (basic number concepts, sequencing, basic math operations)
 - hyperactivity, impulsivity and inattention
 - behavioral issues
- Students who show exceptional abilities and perform beyond what is expected may fall under the Gifted and Talented category..
- Teachers are expected to have provided initial intervention through differentiated activities within 6 months and keep anecdotal notes about the child before forwarding the concern to the Inclusion Support Team.
- The following may be used as supporting evidence for identification:
 - Entry level tests
 - School Assessments
 - Student's Academic Record

REFERRAL and OBSERVATION

- Upon admission, the students who are found to be having difficulties in the academic and/or behavioral areas during the initial interaction will be monitored in the classroom by the Inclusion officer/Special Educator/School Counselor.
- Similarly, if the academic and/or behavioral issues were identified in the classroom, the Inclusion Department will be notified by the classroom teacher.

Adaptations in the School System for promotion of Inclusive Education:

Individual Evaluation Programmes

Individual Evaluation Programmes for students with disabilities are to be designed by a special educator. This programme would be in the form of setting specific goals for each child with special needs, based upon their appraisal by a Special Educator. Earlier guidelines have called to revisit classroom organization required for the education of children with special needs.

(v) Curriculum Concessions

Third language exemptions (Classes VI to VIII)

(a) The following categories of students are exempted from studying a third language (classes VI to VIII): Visually impaired students, students with speech and hearing impairments, students with dyslexia, students who have the impairments listed under the Persons with Disabilities Act, 1995

Second language exemptions (Class X examinations)

(b) Students with disabilities recognized by the CBSE may opt for only one language (typically Hindi or English) and take other subjects as an alternative, for Class X examinations

Physical Education Exemptions (Class X examinations)

(d) Physiotherapy exercises will be considered equivalent to Physical and Health Education course of the Board for Class X examinations

During Examinations

(i) Scribes

All students with disabilities recognized by the CBSE are permitted to use a scribe. Here are the following conditions the scribe should meet:

- (a) A scribe should not have obtained their qualifications in the same subject in which the candidate is appearing
- (b) Students can arrange their own scribe, who can be changed at the last minute in case there is an

emergency

(c) In case the school is organizing the scribe, the student has the option of meeting the scribe the day before the examination

(d) The official who acts as the 'Centre Superintendent' of the examination centre shall forward a report with the full particulars of the student with disability availing of the scribe facility, as well as of the scribe

(e) Candidates using scribe facilities will be accommodated in a suitable room, with a separate invigilator appointed by the Centre Superintendent

(f) The use of the scribe can be used in addition to the grant of extra time

(g) Cost: The student with disability shall not be made to pay for the services of the scribe. The Board shall pay the scribe remuneration, from time to time

(ii) Compensatory time

Students with disabilities recognized by the CBSE are permitted to avail of extra time for completing their examination paper. The extension of time depends on the length of the paper:

(a) For paper of 3 hours duration – 60 minutes

(b) For paper of 2½ hours duration – 50 minutes

(c) For paper of 2 hours duration – 40 minutes

(d) For paper of 1½ hours duration – 30 minutes

Compensatory time can be used in addition to the services of a scribe.

(iii) Special provisions for autistic children

An autistic candidate is permitted to use the services of a scribe or an adult prompter.

(iv) Special provisions for visually impaired candidates

(a) Candidates are permitted use of screen reading software (like JAWS – Job Access With Speech). The candidate needs to take prior approval of the Board for this. They can also use a computer or a typewriter for writing answers. There is no provision mandating that such software or hardware be provided by the School or Board to the student

(b) There shall be alternate questions provided where there are questions having visual inputs in the subjects of English Communicative and Social Science (Class X)

(c) Separate question papers in enlarged print are provided in the subjects of Mathematics and Science (Class X)

(d) Students shall be given separate question papers with multiple choice questions based on Practical component in lieu of practical examinations in the subjects of Physics, Chemistry and Biology

(e) Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology will not have any visual input

(f) There shall be alternate questions provided where there are questions having visual inputs in the subjects of History, Geography and Economics

Procedure for availing benefits of Inclusive Education:

To avail of concessions offered to students with disabilities, a student must be certified. The following methods of certification are accepted:

(a) A Disability Certificate issued by government hospitals controlled by either the Central or State Governments

(b) A Disability Certificate issued by recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc or

(c) A Disability Certificate issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/Delhi NCT Government

Examination concessions for class X and XII:

Examination concessions are granted by the Regional Office of the CBSE. To avail of examination concessions on the grounds of disability, the student must submit a request in writing along with the medical certificates and recommendation of the head of school in which they study while they are in

class IX (for the Xth board exam) or class XI (for the XIIth board exam) to the school. The School, when it receives such a request, WILL forward the request to the concerned Regional Office promptly and in time for the Regional Office to acknowledge and make arrangements. concessions and the manner in which to avail of them.