



**DR. PILLAI GLOBAL ACADEMY**  
*local actions...global options*  
New Panvel

## **INCLUSION POLICY**



Revised: July 2021

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## **PURPOSE OF THIS POLICY:**

To ensure that learners with mild and moderate special educational needs and behaviour and emotional problems are provided with the necessary support and the required resources to achieve personal growth and academic success in turn helping them reach their fullest potential.

## **SPECIAL EDUCATION NEEDS**

The school believes that every learner should get an opportunity to learn in an environment suited to her/ his specific abilities and requirements. The policy provides for educational support to all learners at appropriate levels, based on their individual needs. The goal of the school is to prevent problems and intervene at the earliest so that learners can progress as per their abilities and strengths. We aim at providing an effective, friendly, welcoming, healthy, protective and gender-sensitive environment for all learners.

Learners with mild to moderate levels of difficulties such as academic and learning difficulties (dyslexia, dyscalculia and dysgraphia), emotional and behavioral difficulties, minor medical conditions and mental health conditions (attention deficit hyperactivity disorder, eating disorders and anxiety related disorders) are recognised by our Inclusion policy.

Currently, we are able to support learners with a continuum of services for mild to moderate learning and academic difficulties needing extra assistance in specific academic areas, behavior modification for learners exhibiting behavior problems and certain mental health conditions. We may not be in a position to admit any child with needs that our current structure and resources cannot support.

## **AIMS AND OBJECTIVES OF THE POLICY**

- To ensure that learners with mild and moderate special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-esteem and dignity is developed and respected.
- As far as possible and having regard to the resources available, provide a level and quality of education appropriate to the needs of such learners.
- Ensure that learners with special educational needs are offered a broad, balanced and differentiated curriculum and that these are provided in an inclusive way.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children. We aim at creating and fostering positive partnerships with them and encourage them to provide appropriate support at home.
- Ensure that all members of staff are aware of the special educational needs of these learners and of ways they can contribute towards the progress of these children.
- Helping learners having behavioral and emotional problems through counselling and other therapeutic intervention
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.
- Co-ordinate the advice, guidance and support of other specialist agencies and network with them in supporting learners with special educational needs.
- Monitor and evaluate the effectiveness of practices in support of learners with special educational, behavioural and emotional needs.

## **PROCEDURE OF IDENTIFICATION OF LEARNERS WITH SPECIAL EDUCATION NEEDS**

For learners who show consistently poor performance, in case differentiated techniques also prove to be ineffectual, the respective class teacher will fill in a referral form and refer him/her to the school counselor. Other teachers and

the Principal too can refer the learner to the counselor after discussion with the class teacher.

The counselor will conduct several rapport building and observation sessions and draw out a plan of action keeping the teachers and the family members involved in the process. If the counselor feels the need for further formal assessments, referrals will be made to outside professionals. Based on the results of these assessments the counseling and teaching process will start with an individualized educational plan (IEP), pertinent to the learner.

In case of learners exhibiting behavioural and emotional problems, referrals are made by the teachers or parents. For older learners, self-referral is also encouraged.

The teachers in case of referrals have to fill a referral form for counselling, to aid the learner history intake and feedback process. The parents of the identified learner are subsequently invited for a family session with the counselor and discussions are held on the identified problem or difficulty. Parental consent is then taken for the counselling or further assisted academic help.

Counselling and IEPs are carried on with regular monitoring of goals set and progress achieved in association with the teachers and parents.

### **INCLUSION POLICY FOR THE IB PROGRAMME AT DR. PILLAI GLOBAL ACADEMY**

Dr. Pillai Global Academy, New Panvel embraces the philosophy and ideals of IB at all levels of the curriculum. We aim at developing all attributes of the IB learner profile among the learners even those identified as having special education needs and other mental health problems.

Keeping in mind the difficulties that they have, Dr. Pillai Global Academy, New Panvel will ensure that it supports learners with special education needs

and mental health problems as they progress through the various curricular programmes offered at the institution.

**SEN in the Primary** - For its primary learners the school embraces the PYP philosophy which acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. The teaching learning methodology for such children is activity-based with which learners with varying educational needs find it easier to understand the concepts. Furthermore, if required, an individualized educational plan is also drawn out for the identified learner.

**SEN in the Secondary** - Similarly for its secondary programmes the school draws guidance from and follows the MYP philosophy.

The 'Areas of Interaction', which are unique to the MYP, provide meaningful connections for learners. 'The Approaches to Learning' component assists teachers in identifying learner's learning styles in order to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction. During the middle years, procedures and processes are put in place to support learners as they pass through the secondary checkpoint years. The counselor plays an important role here for learners having behavioural and emotional problems.

Learners are also encouraged to meet the counselor with relation to their needs through self-referral.

**SEN in the Higher Secondary** - Learners are advised upon programme entry of the rigorous requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for learners with special needs, learners are also supported through special arrangements if necessary. The school counselor helps the learners to deal with the stress related to the course and also if required, helps them improve their study habits. In addition to this, other mental health counselling is provided to the learners to deal with issues like stress- academic

and personal, anxiety, peer pressure, relationship- management, etc. The counselor also constantly works with the families to ensure a conducive environment at home. Again self-referral is encouraged among learners.

Assessment needs for IBDP learners will be referenced to provide support for programme completion. The Diploma Programme Coordinator will submit to the IB the appropriate accommodations needed, along with necessary documentation, requesting assessment modifications and access requirements when needed.

ALL COUNSELLING SESSIONS ARE STRICTLY CONFIDENTIAL IN NATURE.

### **Gifted Learners**

Learners identified by the school as gifted and talented or exceptionally able are further challenged by providing them opportunities to think about more complex issues related to their strengths while nurturing and supporting their weaker areas. These opportunities are provided in the form of differentiated teaching in the classroom and individual subject-teachers continue to challenge students in their strong areas personally.

### **Assessment Access Arrangements**

Dr. Pillai Global Academy, New Panvel believes that all learners should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. The school in such cases provides inclusive assessment arrangements. This policy applies to candidates with long-term or permanent challenges.

Learners who require inclusive assessment arrangements may have learning support requirements due to one or more of the following lying in the mild to moderate range.

- Autism spectrum/Asperger's syndrome

- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Requests pertaining to inclusive assessment arrangements must be submitted to the Principal along with the relevant medical/psychological/psycho-educational documents/ reports.

The following assessment access arrangements can be currently offered by the school. Other access arrangements can be discussed if needed.

- A separate room for examination
- Appointment of a prompter, or practical assistant
- Additional time given to the learner- Additional time shall be permitted as per the direction from the Board.
- Assistive technology
- Rest breaks if required due to medical, physical, psychological or other conditions.



### **Sequence for referral and Counseling**

Step No.	Sequence to be followed in case of <b><u>referral for counseling and remedial programme</u></b>
1.	Orientation to all the teachers and staff members on different areas of concern in academics, behaviour and emotions.
2.	Checklist as per the section to be provided to all facilitators/ teachers for possible identification.
3.	Based on checklist, facilitators/teachers can refer learners to the counselor. They are asked to fill referral form for learners identified for counseling and further help.
4.	Meeting with respective coordinator, counselor and facilitator.
5.	First meeting with the parents for case history and parental consent if not matching as submitted during admission.
6.	Facilitator to prepare case history
7.	Outside referral for assessment if needed.
8.	Sharing of plan with respective coordinator, teachers and parents
9.	Counselor to prepare a plan of action- IEP if needed for counselling plans
10.	Assessment on basis of goals planned.
11.	Further course of action and follow-up

The above mentioned procedure is not only followed with student having academic/ behavioral/ emotional difficulties but even for 'gifted learners' in the school.

### **PROCEDURE AT THE COUNSELOR'S ROOM:**

- Taking initial history and family session
- Preparation of Individualized Education Plan (IEP) (Refer to Appendix A).
- Coordinating with the teacher/ facilitator to observe progress and results.
- In case of any medical history the parents should also submit a complete medical report of the child
- Bi-monthly reports are made for reference and also to keep a check on the individual's progress. This helps in planning a better future plan for the learner.
- Periodical meeting with parents to update the parent with the progress of the child.

In addition to the steps taken by the school counselor, Dr. Pillai Global Academy, New Panvel follows International Baccalaureate Organization's assessment policy which provides support to the learners with Special Education Needs through additional help such as an amanuensis, a reader, a prompter, a practical assistant or a communicator during the final evaluation process.

Additional time to complete the assessments is also provided. All these can be arranged with the help of the coordinators, facilitators, the counselor and the parents of the learner. Documents such as medical reports, IQ report etc. have to be submitted to avail this support.

**APPENDIX A**  
**School Counselling**

**PARENTAL CONSENT SLIP**

I give my consent for my child \_\_\_\_\_ of  
Grade \_\_\_\_\_ to  
receive counseling service from Dr. Pillai Global Academy school counsellor for  
the academic year 20\_ \_.

I understand that the school counselor will work with my child for a series of  
counselling sessions.

Parents' Name : \_\_\_\_\_  
Parents' Signature : \_\_\_\_\_  
Date : \_\_\_\_\_

**APPENDIX B**

**TEACHER'S REFERRAL FORM**

Date : \_\_\_\_\_  
Name of the learner : \_\_\_\_\_  
Grade : \_\_\_\_\_  
Date of Birth : \_\_\_\_\_  
Name of the class teacher: \_\_\_\_\_

**ATTENDANCE RECORD:**

Reasons for request for assistance (must be for school-based issues, e.g. academics, behaviour, school health):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific and descriptive observed behaviours (aggressive, submissive, pessimistic etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Please provide the information requested in the appropriate spaces below.

<b>Current Academic Performance</b>	<b>Learner's Strengths</b>	<b>Learner's Areas for Improvement</b>
Reading Skills		
Math		
Languages		
Social Studies		
Science		
Expressive Arts		
Visual Arts		
Others		

### **POSITIVE QUALITIES**

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g. talents, traits, interests, hobbies) and environmental supports (e.g. friends, family members, faith community) that you have observed or that apply to this learner:

#### **Skills**

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## Positive Characteristics and Strengths

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## **CLASSROOM PERFORMANCE**

Failure in one or more subject areas  Yes/No  Identify _____	Short attention span and easily distracted  Yes/No
Sudden drop in grades  Yes/No	Poor short - term memory, e.g., can't remember one day to the next  Yes/No
Needs directions to be given individually  Yes/No	<b>Does not ask for help when needed</b>  Yes/No
Finds it hard to study on his/her own  Yes/No	Lacks desire to do well in school  Yes/No
Does not complete in-class assignments  Yes/No	<b>Frequent absence from class/classes.</b>  Yes/No

**OTHERS (if any):**

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**SOCIAL SKILLS:**

Tends to stay to self, withdrawn Yes/No	Disrespects or defies authority Yes/No
Lack of peer relationships Yes/No	Regularly seeks to be center of attention Yes/No
Appears lonely Yes/No	Frequently ridiculed by classmates Yes/No
Aggressive behavior in public Yes/No	Disturbs other learners Yes/No
Hits/harms/teases other learners Yes/No	Other social behavior of concern: (specify if any)

**PHYSICAL SYMPTOMS:**

(Please put a check mark against those known/seen)

1. Sleeping in class
2. Unsteady on feet
3. Unexplained, frequent physical injuries
4. Slurred speech
5. Deteriorating personal appearance
6. Frequent cold-like symptoms
7. Frequent complaints of nausea or vomiting
8. Problem with muscle or hand eye coordination

9. Hygiene concerns

**Steps taken by the teacher to help the child perform better:**

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Signature of the classroom teacher

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Signature of the Coordinator



## APPENDIX C

### **IEP (INDIVIDUALISED EDUCATION PLAN)**

An IEP defines the individualised objectives of a child who has been found with a disability. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases, the IEP must be tailored to the individual learner's needs as identified by the IEP evaluation process and must especially help teachers and related service providers understand the learner's disability and how the disability affects the learning process.

The IEP describes how the learner learns, how the learner best demonstrates that learning and what teachers and service providers should do to help the learner learn more effectively. Developing an IEP requires assessing learners in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the learner's learning, forming goals and objectives that correspond to the needs of the learner and choosing a placement in the least restrictive environment possible for the learner.



## INDIVIDUAL EDUCATION PLAN

<b>Name:</b>	<b>Class:</b>	<b>Term Learning Objectives:</b>		
<b>Start Date:</b>	<b>DOB:</b>			
<b>Review Date:</b>				
<b>Strengths:</b>		<b>Areas to be developed:</b>		
<b>Targets</b>	<b>Strategies</b>	<b>Provisions</b>	<b>Success Criterion</b>	<b>Achieved</b>

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**Parent Involvement:**

**Student View:**

**Additional Information:**

**Evaluation and Future Plans:**

\_\_\_\_\_  
**Signature, Counsellor/SEN Incharge**

\_\_\_\_\_  
**Signature, Class Teacher**

\_\_\_\_\_  
**Date**

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