



Ecole Mondiale World School Inclusion Policy

2021-2022**

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**This document will be reviewed annually.

What is inclusion?

The International Baccalaureate (IB) defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers [...] It is a continual process of increasing learning and participation for all students [...] Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”

(Learning Diversity and Inclusion in IB programs, page 1)

It is our intention to not only encourage every student to discover and use strategies that best work for them, but also to enable complete access to the full curriculum with personalized support as needed.

EMWS provides a continuum of services through the Learning Support program in the areas of learning differences, social emotional skills and English as an Additional Language, through individual and group support, learning programs and effective teaching and learning methodologies. All of this enables students to experience the power of learning to learn while in a safe, inclusive, differentiated classroom.

Inclusive Philosophy

Mission Driven

To provide a high-quality education that encourages resilient learners to explore, engage and excel, positively transforming the school, local and global communities.

Vision Focused

To inspire our community to be inclusive and empathetic leaders who celebrate diversity and contribute towards a peaceful and more sustainable world.

IB Connected

“IB 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.” (IB Mission Statement, 2004) “Inclusion is the learner profile in action, an outcome of dynamic learning communities” Definition: “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (Special Educational Needs Within the International Baccalaureate Programmes, 2010)

Ecole Mondiale World School believes that a high-quality education is a basic human right of all children. Including students with diverse learning needs is fundamental to who we are and how we build a compassionate and a rich learning community. Therefore, Ecole is committed to well-designed, research based, and thoughtfully implemented teaching and learning practices that embrace a wide range of learning variations.

Multiple pathways of learning, to either support or extend the curriculum, are available at Ecole. All applications are dealt with on a case-by-case basis and are subject to our ability to provide appropriate levels of support. Ecole can support students experiencing a range of learning barriers related to academic, social, emotional and behavioural issues. Upon admission, students with identified needs individualised learning plans will be developed for students as appropriate and implemented based on the student’s passions, abilities, and goals to develop their unique abilities consistent with the Ecole mission.

Guiding statements

- Diversity is celebrated and differentiated instruction helps all students to excel.
- Students are enabled to be the best they can be, while accepting responsibility and demonstrating respect and compassion for the local and global communities.
- Inclusion is aimed at empowering our students to fulfil their potential not only in the academic domain, but also in the social, physical and emotional domains of growth and development.
- Inclusion guides and informs dedicated school policies, resource distribution and the development of an inclusive school culture, with multiple learning options and experiences that the teachers and students can choose from.
- It is every teacher's responsibility to facilitate learning according to each individual student's learning needs and styles. Teachers use a range of differentiation strategies and liaise with the Learning Support (LS) team.
- Our students learn to critically evaluate and examine their choices, a skill that is the fulcrum of lifelong learning. Students learn to embody open communication, intercultural awareness and to respect personal and cultural diversity, which are a part of the IB Learner Profile.

Rights of Stakeholders

The stakeholders include students, parents, teachers and the Board of Directors. In line with the school policy and relevant *Student Parent Handbooks*, the following rights should be observed:

- all stakeholders have the right to access to the policy
- all stakeholders have the right to access published information about how inclusion and the process for identifying and supporting students is conducted.
- all stakeholders have the right to clarify questions by following clear protocols for communicating. These protocols can be found in the relevant *Student Parent Handbook*.
- Parents, students and teachers are collaborators during planning and service delivery.
- Where a final arbiter is required, the Head of School makes the final decision.

Key Definitions

Differentiation	Is defined as catering to individual needs of students in a diverse learning group. It refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct diverse group of students with diverse learning needs in the same learning environment.
Learning difference	Any of various conditions that interfere with an individual's ability to learn and so result in impaired functioning in language, reasoning, or academic skills (such as reading, writing, and mathematics) and that are thought to be caused by difficulties in processing and integrating information.
Push-in model	In-class support involves regular classroom support to assist the learning process. The Learning Support department works closely with the subject teachers to assist with differentiation.
Pull-out model/Remediation	There are times when students work in small groups or on one-to-one basis outside the classroom to maximize their learning. Remediation (sometimes called educational therapy) is an intensive corrective approach that rebuilds a student's knowledge based on his/her instructional level. In alignment with the diagnostic/prescriptive approach to instruction, the remediation identifies the student's academic gaps and skill level.
Modifications	Modifications are adaptations or changes to the content taught or expected from a student. In some cases, a skill that would normally be

	taught at a certain grade level is changed, eliminated or postponed. It depends on the extent of their learning and attention issues and their ability to work at grade level. The goal is to create a situation in which a student can succeed.
Accommodations	Accommodations are reasonable adaptations / adjustments to the way educational services are delivered to students in class. Students on language or learning support derive more benefit from accommodations.
Individualized Educational Program (IEP)	An Individualized Educational / Learning Program (IEP / ILP) is made for all children identified with Special Education Needs.

The Role of Learning Support in Inclusion

From a legal standpoint, EMWS is an independent, private school. The school has a learning support program team composed of specialist support teachers who work with students from Playschool to grade 12. The team provides support in school. In some instances, in-school support may be supplemented by specialized support at home provided by qualified professionals.

The LS department uses an individualized model with the goal of preparing our students for independent and self-directed learning. The focus of LS is to provide access to the curriculum and promote independent learning. Effective support requires that everyone is involved with the consultation process, including all teachers of that student, the student, parents, and, where appropriate, external specialists. Wherever possible, assistance is provided as a push-in model, in class, rather than a pull-out model; however, pull-outs may be required for specific interventions, for short or long periods of time, based on the identified needs of each student.

There may be instances where the school cannot provide the required level of support. Such instances will require the family to organize specialist support. In these cases the school is open to collaboration with experts and specialists who have been chosen by the family. It is strongly recommended that the family and their specialists understand the IB approach and its requirements.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written examinations, the use of software for TTS (Text to Speech) and STT (Speech to Text), a word processor, a reader, varied seating arrangements, or any other accommodations that the child needs, as decided upon during the support program planning and implementation.

In the Early Years, students are supported in the classroom by their teachers to increase their vocabulary, social skills, and academic knowledge. At this age, students are developing functional language, daily living skills and language. Some students may need bilingual vocabulary support. This works as a teacher support model, which includes push-in support for teachers, followed by shared reflections and future plans. Teachers are provided strategies to support students, in the form of co-teaching models, flexible grouping strategies, and various other evidence-based methodologies.

In the Primary and Secondary (PYP, MYP & DP), students are both supported in the classroom, as well as, if required, supported by the LS team. The Learning Support program enables teachers to plan for inclusion and differentiation in their classrooms, and also works with students to help them bridge gaps of understanding, so they can access the curriculum in their various core classes (e.g., English, Science,

Math, Individuals and Societies). Teachers are provided with an accommodations plan for each student registered with Learning Support.

Identification / referral of students with Special Educational Needs

Process at the time of admission

1. The Head of School or respective head of section, or the admission personnel, through admission form/parent interviews, determines the child having learning needs and reports to the Head of Learning Support Department and relevant Head of Section;
2. Records of the formal psycho-educational assessments submitted by the parents at the time of admission;
3. Once the student is admitted, details of their Learning Needs should be communicated to the respective Grade Level homeroom teachers and the LS team. This information needs to be shared with the specialist teachers.

Process at the Early Years / PYP level

1. Respective homeroom teachers may observe a pattern of behavior/academic concerns. General classroom management strategies are implemented and anecdotal observations are made over one month.
2. Homeroom teacher completes the referral form and submits, along with any work samples that provide supporting data;
3. In case concerns persist, learning support staff will observe the student and offer feedback;
4. Collated observations are brought to the notice of the Head of section, who liaises with Head of Learning Support as to actions;
5. A meeting with the parents along with the homeroom teacher to decide on the next course of action, e.g. recommending a formal evaluation, occupational therapy, providing support in the form of push-in or pull-out services.
6. Teacher guidance on IEPs and strategies will be provided.

Process at the MYP / DP level

Students with a psycho-educational report

1. LS personnel will be informed of the student's academic and behavioral observations;
2. Discuss with Learning Support and Head of Secondary regarding decision on support to be provided. Note that only exceptional cases will receive more than 25% extra time for assessments, inclusive of examinations;
3. Inform the relevant staff on actions to be applied;
4. Schedule a meeting with the parents to discuss the concerns and intervention to be provided, and suggest available options. Remedial support will be offered after consultation with the Head of Secondary, respective teachers and the parents;
5. Update the respective teachers about the decided plan of action;
6. Teacher guidance on IEPs and strategies will be provided.

Unidentified students with concerns

1. Home room teacher or subject teachers complete the referral form, and the Learning Support/Counsellor contacts the team leaders;

2. The Team Leader gathers information from the student's various teachers and forwards the concern to the Head of the Learning Support Department;
3. LS teacher may request details on academic performance and /or behavior as well as steps taken. Work samples may be requested from TLs and student observation may follow;
4. LS Department and/or counselor to decide the necessary steps to be taken. The Head of Secondary approves taking the matter further;
5. Schedule a meeting with the parents to discuss the concerns and suggested actions;
6. If the in-school screening indicates a student has a learning difficulty, the parents will be asked to obtain formal professional assessment at their expense. Note that only exceptional cases will receive more than 25% extra time for assessments, inclusive of examinations;
7. The Head of Secondary is informed about the level of severity and the intervention needed. The Head of Secondary approves taking the matter further;
8. Schedule a meeting with the parents to discuss the intervention to be provided;
9. Update the section Heads, program coordinators, team leaders and the respective teachers on the action plan/ILP.

Learning Needs Intervention Decisions

Intervention decisions for students with learning difficulties are always done in consultation with the respective Head of Section (EYS, PYP, MYP and DP), Head of Learning Support and the (Homeroom /Class /Subject) teacher.

The Indian Context

Indian legislation (Right to Education (RTE), 2012 [amended], Persons with Disability, 1995) expects that schools allow access to all students, and that schools follow an inclusion policy. Individual states have their own rules, recommendations and accommodations, such as the Maharashtra rules (www.maharashtra.gov.in). Compensatory and dispensatory measures are made available upon documented and diagnosed exceptionalities, in line with the diagnosis.

IB Context and Requirements

Where a student requires accommodations, appropriate documentation is required by the IB. It describes the compensatory/dispensatory measures available for IB tests and exams. The following documentation may be required:

- Medical/psychological/psycho-educational reports which are legible, on a letterhead, signed and dated, state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation
- state specifically the tests or techniques used for the evaluation
- be consistent with the coordinator's (school case manager's) requests for assessment arrangements
- be accompanied by a translation into English
- all psychological/psycho-educational reports must be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed e.g. Woodcock Johnson IV)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not only as percentiles or age /grade equivalents

Note:

- *Any medical/psycho-educational reports must be current and updated every 3 years.*
- *Only exceptional cases will receive more than 25% extra time for assessments, inclusive of examinations*

Discontinuation of Learning Support Services

The need for learning support is regularly reviewed and the ILP/IEP updated to reflect the current needs of the student. Students are moved from Tier I to Tier III and from Tier III to Tier I, depending upon their needs. Learning support would discontinue:

1. Upon improvement in a student's academic performance observed over a period of time;
2. Parent /guardian decisions (obtained in writing) for discontinuing Learning support.

Learning Support Reports

Reports provided to students at the end of each section reporting period. These reports would be a cohesive record of skills acquired and a student's progress over the reporting period, in line with identified IEP goals.

Modified subject reports: For students with severe learning needs (Tier III/who are on a modified curriculum), a modified report is given for subjects where a student is struggling. Respective subject teachers provide comments rather than grades. These are collated by the LS teachers. Comments include the student's strengths as well as areas for attention. A record of subject grades is maintained by the teachers

Appendix

Multi-Tiered Universal Systems of Support

The Learning Support team plans whether Universal (Tier I) or Secondary (Tier II), or Tertiary (Tier III) level of intervention is required.

- If Tier I is required, teachers are supported to provide this intervention during class times.
- If Tier II is required, students may be pulled out, or LS team members may push in, or teachers are provided adequate tools and support to enable in-class support to the student.
- If Tier III is required, the student is pulled out of classes.

External support may be required at any level of intervention: this is planned for.

The program is discussed with the homeroom teacher and a schedule is created.

Notes:

- Accommodations provided will be derived from the Inclusive Access Policy, published by the IB in 2018.
- Support staff/materials required for the above mentioned accommodations could be made available by the examination officer in consultation with the LS department.

Usually, severe difficulties fall under the Tier III umbrella mentioned in the RtII, and these students will need parent-provided, dedicated, academic coaches/support teachers. However, occasionally, Tier II students may also need academic coaches/support teachers. These needs will be regularly reviewed, with an aim towards reducing the need for the long-term requirement of academic coaches/support teachers, as the student gains independence.

Multi-Tiered Systems of Support (MTSS)

Universal Intervention (Tier I)

Students on Tier I support do not receive learning support but are reviewed periodically by the LS team. Such students do not meet the criteria for Tier II or Tier III levels of support. However, adults (parents/teachers) who know the student may suspect that there could be a cognitive/affective/emotional issue that is not clearly present at the current time, but may present at a later time. Parents/teachers can request Tier I status for students. As issues become clearer, students can be put through the LS process to decide if they need further intervention.

Secondary Intervention (Tier II)

Tier II support is provided to students who need adaptations, modifications, and accommodations to achieve the same academic goals as their peers. Adaptations may include accommodations such as:

- Modifications in the amount and pace of the curriculum
- Changes in the methods of presentation
- Time limited interventions
- Differentiated assessments

Tier II students typically work in the classroom along with their peers, but may require support for a limited time, in specific areas. Such support could be provided by the homeroom teachers, or an assistant teacher, or a learning support specialist, as needed by the type of intervention required. Tier II support practices are designed for each student, by the LS team, such that they meet the specific needs of the student.

A LS team member acts as the case manager for each Tier II student. The LS team member arranges for the student to receive support as outlined in the IEP. At times, based on student needs, the LS team member may work on a consultation basis with the teacher(s) and parents, without the goals being outlined in an IEP. Tier II support is provided in addition to Tier I support.

Tertiary Intervention (Tier III)

Tier III support is provided to students who require significant modifications to content / process / product, while being supervised by an LS team member who acts as the case manager. Such modifications are required for the student to be able to access the curriculum. Usually, Tier III support is targeted for short-term interventions with frequently changing goals, as required for the student to access the curriculum. Tier III support is provided in addition to Tier II support.

Tier III support is usually required for students who:

- Have most likely been assessed and diagnosed with an exceptionality
- Would qualify for learning support services in other major countries
- Needs individual attention and extensive support
- Requires direct instruction and / or specialized instruction
- Is not always able to follow a regular / typical curriculum
- Needs major modifications of standards and / or materials
- Needs direct instruction in areas where typical students learn incidentally
- Needs instruction in areas not typically covered in the regular program (for example, social skills training, interpersonal skills, life skills)
- May require the services of specialists outside of school (Occupational Therapists, Speech Language Pathologists, other external support)
- May require specialized materials and/or equipment.

Type of Learning Variations

Learning Disabilities: refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information.

Learning disabilities inhibit the acquisition and use of one or more of the following skills: oral language (e.g., listening, speaking, understanding) reading (e.g., decoding, comprehension) written language (e.g., spelling, written expression) mathematics (e.g., computation, problem solving)

IDD (Intellectually disabled): Children with borderline intellectual functioning, often called slow learners, are defined as having intelligence test scores between 70 and 85, along with other limitations in various cognitive measures. Their cognitive skills limit their success in the regular education environment.

ADHD (Attention Deficit Hyperactivity Disorder): is a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. ADHD is diagnosed as one of three types: inattentive type, hyperactive/impulsive type or combined type.

(PDD) Autism spectrum Disorder: ASD impacts the normal development of the brain in the areas of social interaction and communication skills. Children with autism typically have difficulties in verbal and non-verbal communication, social interactions and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world.

Highly able is a general term for someone who is considered to be academically advanced when they are tested and assessed to have an I.Q. above the 95th percentile and are achieving one to two grade levels above that of their age group.

Visual Impairment is the partial or complete loss of vision. There are four categories of visual impairment: partially sighted, low vision, legally blind and totally blind.

http://www.ehow.com/about_4793004_visual-impairment-definition.html

These terms are used in an educational context to describe students experiencing visual issues. They are defined as follows:

1. "Partially sighted" indicates some type of visual issue that has resulted in a need for special education;
2. "Low vision" generally refers to a severe visual loss, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, braille;
3. Totally blind students may learn via braille or other non-visual media.

<http://occ.ibo.org/ibis/occ/spec/senxx.cfm?subject=senxx>

Hearing Impairment is a generic term including both deaf and hard of hearing that refers to persons with any type or degree of hearing loss <http://www.apr.gc.ca/wat/wb14200e.asp?did=5>

What is Differentiation?

“Differentiation is not something a teacher does on top of ‘regular’ classroom planning. Rather, it’s a proactive approach to instruction that plans for students needs from the outset.” [Tomlinson, Carol Ann and

Teachers differentiate by:

- Content - what to teach, adapted to an individual student's needs, abilities, levels of understanding, previous learning experiences, cultural and personal backgrounds. This allows for multiple points and levels of entry, thus promoting a wide range of perspectives. A greater range in perspectives may help cultivate many aspects of the IB Learner Profile, by focusing on international mindedness, intercultural awareness and respect for individual differences.
- Process - how to teach so students will learn. This includes tailoring the scope of teaching and learning process to help meet the needs of individual students, thus meeting the needs of a diverse learning group.
- Product - how students demonstrate mastery. This could include a variety of open-ended tasks that enable students to fulfil their potential.
- Affect - behavioral needs should be understood and met; sometimes teachers will need to differentiate based on a student's emotional needs being catered for.
- Environment - safe and inclusive physical learning environments will be provided by teachers as students inquire, learn, and demonstrate mastery.

These different, but not mutually exclusive, pathways of differentiation enable every student's learning needs to be met, thus facilitating inclusion and enabling every child to fulfil their potential. A flexible learning environment, both physical and psychological, underlies such differentiation practices. Examples include flexible grouping, student voice and choice, and learning stations. An approach based on differentiation and inclusion must necessarily take into account teaching and learning methods that address students' linguistic profiles and background, as language is the main tool to inquire and express knowledge and understanding. Students who may not have complete working proficiency of the English language will receive additional support (preferably in-class) so that they acquire vocabulary to satisfy the needs of both basic English as well as academic English, in both the receptive and expressive domains of language. This will enable students to more fully take part in curricular and extracurricular activities.

Differentiation at EMWS takes into account:

- Readiness to learn - through teacher observation and pre-assessments, and knowledge of progress through developmental milestones
- Learning needs - through teacher observation, learning style inventories/surveys
- Interest - through teacher observation, interest surveys

The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations.

The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning disabilities that are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (United States Office of Education, 1977. Definition and criteria for defining students as learning disabled. Federal Register, 42:250, p. 65083. Washington, DC: U.S. Government Printing Office.)

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of their age;
- They have a disability that prevents or hinders them from making use of the educational facilities generally provided in schools, for children of their age;

- They require educational provision that is additional to, or otherwise different from, the educational provision made generally available within the school;
- They have a physical difficulty. (Special Needs and Early Years. A Practitioner's Guide. Third Edition. Kate Wall Pg.19)

The LS program provides specialized teaching and/or class support for students. It aims to work in close co-operation with class teachers, subject teachers and/or parents.

Exceptionality needs catered for:

- Students with identified Learning Disability (LD)
- Students with identified Intellectual Disabilities (IDD, nee Slow Learners)
- Students with identified Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)
- Students as being identified to be on the Autism Spectrum (ASD/PDD)
- Students with identified Giftedness (Highly Able)
- Students with identified Visual Impairment
- Students with identified Hearing Impairment