



Ilmesters

**Inclusive Education
Policy**

Last Updated: August 2022

AIM

The aim of Ilmesters is to promote a learning environment which is accessible to all. We, at Ilmesters thrive in focusing for a holistic approach where a learner is encouraged to grow academically, socially and emotionally.

The purpose of Ilmesters Inclusive Education Policy is to provide inclusive education for students who have challenges which are difficult to be met within the defined curriculum.

It is our responsibility to identify, monitor and record the progress of children to provide the required learning support. At Ilmesters Academy, students are given opportunities to fulfill their academic and social needs.

SPECIAL EDUCATIONAL NEEDS (SEN)

Due to limited resources and lack of any separate SEN unit, Ilmesters Academy is unable to cater to students with learning disorder or disabilities who have complex special educational needs.

Therefore, only students with learning difficulties and non-severe to moderate special needs like minor dyslexia, ADHD are given admissions, as they can be supported through differentiation in teaching and assessment strategies by the teachers.

If a student during the course of study is identified by a teacher that requires to be evaluated, parents will be contacted, and concerns will be shared. Parents will then be required to get the assessment done for proper course of action. All official documents of assessment are required to be shared with the school before any further decision is taken.

Any remedial or special arrangements if required will have to be provided by the parents as school fee doesn't include this cost.

Culture 2.1: The school implements, communicates, and regularly reviews an inclusion policy that meets IB guidelines (0301-02-0100). (Programme Standards and Practices Jan 2018)

PHYSICAL DISABILITY

Students with physical disabilities are given admission depending if it is possible for the school to make arrangements for the particular disability of the student.

IDENTIFICATION PROCEDURE

a. Before Admission

Disclosing any SEN condition at the time of admission

As per Ilmesters Admission Policy, parents are required to disclose any special need conditions if they know of in the admission form. Supported documents from accredited institution must also be provided with the form.

b. After admission

If in case parents are unaware of any SEN condition of a child before the admission and if after admission an admin or a staff member raise a concern about a child's progress then following procedure is followed for identification.

1. Child's progress and/or change in behaviour is discussed with all concern teachers in a meeting.
2. Teacher/s, coordinator observes the student in various settings including activities and assessment tasks. Teachers apply different strategies to understand the need of student. Teachers record differentiation in unit plans and/or anecdotes.
3. Teachers report their observations along with the work samples and or other evidence to the leadership team.
4. Principal and/or Coordinator meets the parents to verify any such observations made by parents and suggest independent testing. **School does not have any consultant/counsellor on board and therefore parents are required to get the child assessed on their own. All the cost is to be born by the parents.**
5. Assessment report from an accredit institute is to be then submitted to the program coordinator. The program coordinator discuss the report with the Head of School and teachers to inform them of the report and to take decision for future support.
6. Meeting between teachers and the remedial teacher **(to be provided by the parents either at school or at home)** is scheduled to devise an appropriate plan for student's teaching and learning.

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structure and processes for compliance (0301-02-0200). (Programme Standards and Practices 2018)

ONGOING SUPPORT

All teachers address the educational needs of students with learning difficulties at three different levels.

- During the class, applying differential teaching strategies
- Designing differential tasks
- Using modified assessment rubrics.

Whenever possible and while addressing the needs of individual students, Ilmesters refer to the guidelines and suggested techniques of IB in the resources available at https://resources.ibo.org/ib/works/edu_11162-412405?lang=en&root=1.6.2.8.5. However, designing of differential tasks and use of modified assessment rubrics is only carried out if the child has been assessed by an authentic institute as required and remedial teacher as needed is provided by the parents.

Extent of Learning Support:

For the students with learning disorder or disabilities who have complex special educational needs, the school is able to provide only limited support. In such cases, a teaching aid is provided by the parents during lesson time in order to ensure the modification of the curriculum.

Working with Parents:

Parents have intimate understanding of their child and can contribute a greatly in devising an appropriate strategy for their child. Parents are welcomed to discuss any concerns they have about their child's progress in school with an open door policy.

As per Ilmesters Assessment Policy, parents are encouraged to meet staff members with a prior appointment to discuss concerns and progress of their child. The meeting is arranged in a confidential setting to maintain the privacy of each child.

Principles of Good Practice

The following 4 principles are implemented by Ilmesters to ensure that students are given equal opportunities and access to approach the curriculum across the programmes:

Affirming identity and building self-esteem

Students with a high self-esteem are able to take more risks and become successful learners. Affirmation of student identity promotes self-esteem and provide positive emotional conditions for learning. This is a basic need of ever learner without which learning can not take place.

The IB Learner Profile supports this factor and helps in learner becoming more tolerant, international-minded, and global citizen. The affirmation of students' identity makes the learner feel more valued in the environment and makes them feel that they can bring a change in their lives and society. At Ilmesters this principle is promoted by:

- Encouraging diversity and making classroom environment welcoming for all learners
- Respecting cultural identities and language differences
- Accommodating teaching and learning to support students with different perspectives and intelligence profile

Valuing Prior Knowledge

Prior knowledge is an important element during the teaching and learning process. Prior knowledge for students may differ depending on their strengths and interests, background, experiences etc. Students learn best when the learning is connected to their prior experiences and the new knowledge is built on their current mental schema. The prior knowledge also helps the teacher understand the student's profile and accounting the same while planning teaching and learning and differentiating tasks to fit the needs of the students. The diagnostic test is an integral part of the Assessment Policy at Ilmesters to ensure that the students experiences are connected and the learning process is engaging for the student. The teacher must:

- Plan teaching and learning in accordance with the students' prior knowledge and differentiates tasks to reflect the diversity in the classroom
- Conduct appropriate diagnostic assessments to activate students prior knowledge
- Use various assessment techniques to ensure that the diagnostic assessments are authentic and provide meaningful results to appropriately inform teaching and learning
- The data collected during the diagnostic assessments are recorded and used throughout the learning process

Scaffolding

Diversity exists even in the most homogenous classroom. Scaffolding helps in meeting learners' diverse needs and making classroom an inclusive environment.

Scaffolding is providing a short-term aid to learners depending on their needs to help them accomplish learning goals and supporting the learning process. The aid is gradually removed to increase the learner's independence and enabling them to achieve mastery. The constructive feedback is provided at all stages to facilitate students. Various techniques are used at Ilmesters to provide scaffolding to students. These techniques include but are not limited to:

- Demonstration
- Digital simulations
- Differentiated instruction
- Experiential learning
- Visual aids
- Visible Thinking Routines
- Collaborative learning groups
- Graphic organizers
- Remedial classes

Extending Learning

As the learners develop, they become increasingly independent and are required to produce work and tasks that of higher academic level. The students are expected to extend their learning through various research and by applying their skills and knowledge in real-life situations for the betterment of the world. Therefore, learners encouraged throughout the learning process to develop skills and their unique perspectives to become international-minded.

At Ilmesters, extending learning means moving beyond the boundaries of the school and becoming capable of taking responsible actions that can benefit the society. The students throughout the process are developed holistically so they are able to adapt to the dynamic world and can become successful individuals in the world outside the school. Hence, students are expected to become problem-solvers to are able to identify global challenges, apply their knowledge to devise appropriate solutions, communicate their findings, and take accountable actions. Through various services and projects, students are provided opportunities to come up with personal learning goals and work on those keeping individual interests and strengths in view.

INCLUSION IN LANGUAGE:

As per Ilmesters Academy Language Policy, students whose first language is different from the language of instruction are provided support to help them achieve their learning goals. This is done by differentiated teaching strategies like providing them bilingual instructions, pairing them in the class with students with strong language skills, using one to one simplified explanation and decreasing word count in the beginning as required.

Language teachers conduct remedial classes for such students to develop their language skills as per their need.

INCLUSIVE EDUCATION POLICY REVIEW:

Ilmesters Academy Inclusive Education Policy is a working document. The policy is reviewed and revised annually by the HoS, Principal, PYP, MYP and DP coordinators and teachers. Changes are implemented if and when needed.

COMMUNICATION OF THE INCLUSIVE EDUCATION POLICY:

The Ilmesters Academy Inclusive Education Policy is made available in school library, with school secretary and on school's website with the other school policy documents for parents to view.

REFERENCES:

- Ibo.org. (2017). *Ibo.org*. Retrieved February, 2017, from https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e_Iboorg.
- (2017). *Ibo.org*. Retrieved January, 2017, from <https://resources.ibo.org>
- International Baccalaureate Organization. (2016). *Learning diversity and inclusion in IB programmes*. Cardiff, Wales. Retrieved from https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf
- International Baccalaureate Organization. (2019). *Meeting students learning diversity in the classroom*. Cardiff, Wales. Retrieved from https://resources.ibo.org/data/meeting-student-learning-diversity-in-the-classroom_779322d3-9fc5-4b46-866c-ce132e3b6e5e/meeting-student-learning-diversity-in-the-classroom-en_3b9cef8d-ac7f-4bb3-9932-1e39e1b64114.pdf
- International School of Islamabad. (n.d.). Retrieved January, 2017, from <http://www.iso.i.edu.pk/>
- SPECIAL EDUCATIONAL NEEDS POLICY. (2014, December). Retrieved January, 2017, from https://www.disdubai.ae/uploaded/POLICIES/SPECIAL_EDUCATIONAL_NEEDS_POLICY_2015.pdf
- SPECIAL EDUCATIONAL NEEDS POLICY. (2014, December). Retrieved January, 2017, from https://www.disdubai.ae/uploaded/POLICIES/SPECIAL_EDUCATIONAL_NEEDS_POLICY_2015.pdf
- Special Educational Needs Policy . (2016, January). Retrieved February, 2017, from <https://www.islschools.org/surrey/downloads/files/1453877796fileISLSurreySpecialEducationNeedsPolicySEN.pdf>
- Special Educational Needs Policy . (2016). Retrieved 2017, from <http://www.brentsubic.edu.ph/docs/policies/BISSENPolicy.pdf>
- Unescoorg. (2017). *Unescoorg*. Retrieved 8 February, 2017, from <http://www.unesco.org/education/inclusive>

