



# INCLUSION POLICY



**LADY ANDAL SCHOOL**

*(An IB PYP Candidate School)*

*'Shenstone Park', 7, Harrington Road, Chetpet, Chennai - 600031*

# PHILOSOPHY

Our School's Vision emphatically states that we Lady Andal strive to create a happy atmosphere for the child. There will be scope for individualized attention, to help build their social and general life skills. Most importantly, to focus on the holistic development of the child making him/her a responsible citizen, and a well-rounded individual.

We take Inclusive Education into serious account, as we incorporate the values of Inclusion in our classroom and beyond. We believe that coupled with the IB ideology – learner profiles and Approaches to Learning, we are in the process of creating not just life – long learners, but balanced and principled human beings.

We look to providing an environment that is free from any obstacles and barriers which may come in between the learner and what is learnt.

# INTRODUCTION

*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. 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 programmes)*

Inclusive education encompasses everyone learning together, regardless of any challenges that they may personally have. This means that the system must include all forms of learners, be it learners with disabilities or learners from any part of the social strata without any bias or pre conceived notions.

This way the system seeks to address the learning needs of all our students, especially focussing on those who are the most vulnerable. Successful inclusive education happens primarily through: understanding, accepting and attending to the fact that all learners are different and they need to be attended to specifically.

When a learning community believes in inclusion, it should also believe that:

- All children can learn.
- All children should be given the right to attend school.
- All children are attended to or are given a curriculum relevant to their needs.
- All children are sensitive to their and other's needs.
- Curricular and Extra – Curricular activities should be such that all children can freely participate without any obstacle.
- All children reap the benefits of collaboration among the active stakeholders.

## **BENEFITS OF INCLUSION**

Over the years, the result of Inclusive Education has seen some visible positive changes in the student's life.

- There is a sense of belonging – to the school community, to the society.
- The confidence level is boosted when they are surrounded by their peers.
- It fosters a culture of respect and acceptance of diversity.
- It allows students to shed their inhibitions and develop Social skills and work on Social Entrepreneurship.
- This type of Education helps further develop a child's strength and responsibility.

# INCLUSION GOALS

The intent and purpose of the inclusion policy at Lady Andal School is to:

- Communicate the expectations for creating and maintaining an inclusive educational environment for all students.
- Communicate the various facilities and support opportunities that are available to students.
- Establish that inclusion is facilitated in a culture of collaboration and mutual respect involving the whole school community.
- Emphasize that students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.  
(IBO 2013)

At Lady Andal School, we uphold the International Baccalaureate Organization's policy regarding students with learning support requirements with the help of our Learning Centre. We ensure all students reach their full potential in learning and assessment.

Our inclusion policy goals strive to incorporate practices which recognize that development of all students is a shared responsibility of the entire academic team and the parents/guardians.

We are committed to creating an environment wherein all students benefit from the different strategies and tools which facilitate all learning needs in an authentic, interactive learning environment.

Our inclusion goals ensure that:

- All students, irrespective of their differences, will have an equal opportunity to be a part of the Lady Andal School learning community.
- All students are treated equally by valuing each individual and their achievements.
- All policies and systems are in place to facilitate the process of inclusive provision and practice.
- All learning barriers are promptly identified and overcome to ensure smooth inclusive practice for all groups and individuals.
- Special needs of the students are identified early, assessed, and provided for.

# OUR PRACTICES

When the special needs of a child are identified by a member of our academic team, the following procedure is followed:

- Inform the PYP Coordinator, the Head of School and the Director of the Learning Centre.
- A psycho educational evaluation of the child will be conducted to determine his/her strengths and weaknesses and if necessary, remedial help will be provided to the child. The concerned teachers, students and parents will be consulted.
- Assessing prior knowledge is followed by ensuring the necessary steps are incorporated into the learning process and students are scaffolded.
- If the child has difficulty in writing/reading, the assessments are conducted through other strategies.
- Ensure parents are regularly informed about the progress of the child.
- Provide ample time to ensure students are comfortable in showcasing their understanding.
- Encourage students to express their difficulties to promote an environment of trust and confidence.
- Ensure the emotional well-being of the child is of utmost importance and that all practices in the classroom is guided by this principle.

When students are formally a part of the Learning Centre, Individual Educational Programmes (IEPs) will be created with the full support of the homeroom teacher. The duration of the IEP is determined by the Director of the Learning Centre in conjunction with the homeroom teacher and the PYP Coordinator.

An individual education plan (IEP) is developed for each student found eligible for the Learning Centre services. Accommodations and inclusive arrangements for a student with an IEP may include, but are not limited to additional time, rest period, access to ICT, scribe, reader, communicator and prompter. All the accommodations will be aligned with the IBO principles.