



KiiT INTERNATIONAL SCHOOL



KiiT International School Inclusion Policy

Last reviewed on 15th September 2023



INCLUSION POLICY

The Features of the Inclusion Policy

This policy seeks to ensure equal learning opportunities and participation of all students irrespective of their mental and physical capabilities, and backgrounds. It recognizes the fact that every Child has individual learning needs. The following are the responsibilities of the management to create and maintain an inclusive environment within the school premises.

- Identify the special needs of students.
- Collect all required information about SEN students and record them in their portfolios.
- Ensure that the SLT and SEN coordinator will have access to the individual portfolios of students.
- Pass on the information about a SEN student to the people/authorities concerned at the transition points in the student's life.
- Ensure that only qualified and trained staff work with SEN students.
- Strive to maintain / improve the quality of our existing SEN department, which is an exclusive facility in our campus.
- Ensure the permanent services of psychologists, speech therapists and musical staff.
- Ensure SEN students have equitable access to the curriculum through constant, rigorous monitoring of the quality of staff performance and student progress.
- Systematically record the problems SEN students face and their progress for future reference.
- Hold regular PD sessions for the teaching and non-teaching staff.
- Ensure that the infrastructure is modern, safe and hygienic.
- Ensure that there are resources and provisions for further expansion of the SEN department.

The SEN Department

“Special Children are truly special to us”

The SEN Department is dedicated to helping students with mild to moderate learning difficulties, or students with special educational needs, provided that she/he is able to access the curriculum on offer. Students can enter the SEN program at any time of the year or remain on it throughout their educational career at school. Our admissions policy requires parents to declare if their child or children have any special learning needs. Apart from normal admission tests, the school also requires standardized assessments (psycho-educational reports) to assess the needs of a child and to see if she/he would benefit from the curriculum on offer. It is very important that parents who



are applying for admission for a child with diagnosed or clearly known learning difficulties, disclose these details at the time of admission. If it becomes apparent that such needs were not disclosed, the school reserves the right to cancel the admission of the student after diagnostic assessments are done in school. Once the child is enrolled, the school reserves the right to insist that the parents withdraw the child if the student is of any special need and it becomes clear that the student does not have the aptitude to become skilled at the curriculum on offer even after suitable interventions.

The SEN department is one of the most professionally managed and advanced departments in the school run by highly qualified and trained experts in different domains. SEN department at KiiT International school aims to bring out the best in children by offering various therapeutic and psychological supports, which enable learners to explore their abilities both on the social and academic fronts. Additionally, the SEN department strives to foster socio-personal skills among the learners which are very much essential for their independent living. We embrace the dictum ‘The Right to live with Dignity’, enshrined under article 21 of the Indian Constitution and spare no effort to ensure that our SEN students are always treated with compassion, love and respect.

A student is referred to as a SEN student if he / she has a learning difficulty or disability which calls for special educational provision to be made for him/her. He/she can be child of compulsory school age who has a learning difficulty or disability. A SEN student can also be one who has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him/her from making use of facilities that are generally provided for others of the same age in the mainstream schools.

PURPOSE

The KiiT International School community is devoted to building and maintaining a culture of inclusion in its campus to ensure equal opportunities and choices to all its members irrespective of their socio-economic backgrounds, culture, nationality, gender, language, race, ethnicity and physical and mental capability. The inclusion policy clearly stipulates the rights and responsibilities of those who study and work in the organization to ensure that all members of the community are treated with equal dignity and respect and all are given equal opportunities. The practice of inclusion involves not just accepting the differences, but embracing them and striving to foster a sense of oneness as humans. We intend to achieve this by constantly promoting the IB attributes and the UN’s Sustainable Development Goals 8,9,10 and 11 and subsequently fostering strong ethical principles and an unbiased, pluralistic mind-set in all our stake-holders.



The Underlying principles

The KiiT International School earnestly believes that including all people in the tapestry of the school society fortifies the community, strengthens individuals and improves the quality of life in general. Therefore, we strive to ensure that employees, teachers and students with disabilities, of dissimilar financial statuses, multi linguistic background, diverse religious faith, and ethnic minorities and immigrants from friendly nations have equal scope of choices, opportunities and services provided in the KiiT community. To achieve this end, we strive to identify all barriers to inclusion and they are removed wherever possible. The KiiT International School always promotes inclusion and opportunities for choices to enhance the quality of life for its employees, teaching community, students, including students and persons with different degrees of disability.

Policy Statement

The school follows the recommendations of the International Baccalaureate (IB) and ensures compliance with IB Standards and Practices. The IB identifies four areas as being essential to the development of an inclusive educational community: Affirming identity and building self-esteem, valuing prior knowledge, Scaffolding and Extending Learning. The entire school community is made aware of the inclusion policy and all stake-holders work collaboratively to effectively implement the policy.

Communication of the policy: Comprehensive version of the policy is included in the IBDP students' handbook. The mention and reports of this policy is included on the KiiT International School Website.

Link to other policies: The Inclusion Policy is linked to the other policies such as Assessment Policy, Admission Policy and Academic Integrity Policy.

The Inclusion Policy demonstrates the IB Learner Profile traits Caring, Principled and Open minded.

BUILDING AN INCLUSIVE COMMUNITY

KiiT International school has created an optimal learning environment for all by zealously maintaining equity and equality in the campus. This open, holistic approach and the management's respect for students' prior knowledge and experience encourage them to affirm their identities and help them build their self-esteem. It is this practice of inclusion that makes every member of our community feel equally important and respected. We also seriously consider the diverse voices of the student representatives and parents in taking crucial decisions for the benefit of all. One of the greatest practical benefits of the implementation of the inclusion policy is the cordial and mutual support among the members of the school community.



Learning Plans at the SEN Department

- Build on strengths and circumvent difficulties for the holistic development of students.
- Acknowledge student strengths and interests.
- Develop learning plans collaboratively.
- Focus on individual strengths and challenges rather than medical and psychological labels;
- Record the learning outcomes and pass them to students, parents and teachers.
- Record evidences of learning progress.
- Ensure that learning plan meetings are student-led.

Assessment Procedure for SEN Students

Assessment procedure in the SEN Department at KiiT International is designed in content and medium to ensure that it is accessible to every student giving them equal opportunity. It is ongoing, diverse and relevant and is focused on learner progress. It allows for differentiated assessment with different entry and exit points and is explicit so that the purposes and outcomes of the assessment process are understood by all. It measures both the product and process— what type of learning, how and under what conditions it takes place.

Different Levels of Learning Difficulty

A learner may have different levels of learning disability such as:

- Significantly greater difficulty in learning than the majority of the children of the same age group, or of the same class. (Slow learners)
- The disability which either hinders or prevents a learner from making use of educational facilities of a kind provided for the students of the same age group of the school.

Personal and Social Domain in SEN department at KiiT International School

SEN offers a safe, caring, hygienic and barrier free environment for all our students. SEN department works with children with Autism, Intellectual Disability, Learning Disability or Cerebral Palsy. Improving the children's social skills are of priority. Age-appropriate skill training is a part of the entire teaching learning process. A healthy teacher student ratio (1:2) is maintained to ensure quality training. Peer interaction and group activities are encouraged for the socialization process.

Academic Domain ensures:

- Periodic assessment of students by trained professional teachers.
- Individualized education program (IEP) for students who are in need.



- Emphasis on concept-based teaching and interest building.
- Remedial assistance in reading, writing, spelling skills and comprehension.
- Emphasis on audio visual method of teaching.
- Providing advanced teaching aids.
- Skill development classes (Computer) for grade 5 onwards.
- Storytelling and Play way method for KG students.

The SEN candidates

The SEN candidates at KiiT International School may include

- Children with slower learning ability than the learners of the same age / class,
- attention deficit disorder/ attention deficit hyperactivity disorder (ADD / ADHD)
- Autism
- Dyscalculia
- Dyslexia
- malfunction of Speech in an otherwise healthy learner.
- partial or full loss of hearing.
- traumatic cases due to certain adverse incidents.
- Dyspraxia (developmental coordination difficulties (DCD), motor learning difficulties)
- Partial vision or hearing difficulties
- Other gross difficulties in the case of learning and assimilation of knowledge.
- Chronic physical diseases which may hinder anybody from taking part in normal physical activities. A few medical situations are - Hysteria, Asthma, Vertigo, Arthritis, Rheumatoid condition, Phobias of moderate to severe degree.
- Social, emotional and behavior challenges

Levels of support under SEN

Level-1: Students with mild learning difficulties who are making slow progress, even with differentiation in the classroom. These students are included in the mainstream classroom for the greater part of the school day. They may receive partial support or may be supported



periodically for about a couple hours per week. (min. 1 and max. 5 sessions weekly). The student will be giving school examinations according to the education board's provisions.

Level-2: Students with mild to moderate learning difficulties, making slow progress, even after providing support at level 1, will receive in class/pull out support for about a couple hours per day. (min. 1 and max. 5 sessions daily). The students will be giving school examinations availing the education board provisions.

Level-3:

Students who have difficulties that are significant enough to prevent them from making adequate progress even after providing support at level 2, and require support for more than 3 hours daily. Such support will only be provided where:

- a) it makes educational sense for such a student to be educated at the school because he/she will be able to benefit appropriately from the curriculum on offer.
- b) any arrangement for such one-to-one support would be kept under frequent (i.e. at least term-wise) and careful review to ensure that the school can continue to meet the student's needs.
- c) the student continues to face difficulties; then it becomes clear that the student does not have the competence to become skilled at the curriculum on offer. The student may /may not be giving school examinations. If a student meets the criteria of exam competency, then he / she will be availing the education board provisions. But if the student requires exam provisions beyond the board, then they will be given only till grade 4. From grade 5 onwards the students will firmly receive provisions laid down by board. Students at this level cannot be included beyond grade 6.

Level-4: The aim at this level is 'Social Inclusion'. The student will be included in extra activities of the school except for ACADEMICS. The student will be placed on a special curriculum. An I.E.P, based on practical goals. At this level the student will not be giving school examinations. Students at this level can be socially included only till grade 4. In Secondary School students are in mainstream classes for a greater part of the school day.

They may be withdrawn from one or two of the foreign languages for getting individual support. Students who have learning difficulties have an option of choosing a smaller number of subjects. In the Secondary School, the level of achievement will vary from subject to subject. This is because of subject-led curriculum taught by various subject teachers.

The SEN department also has a clear referral process in place for students to be referred by the teachers/parents at any time of the year. These referrals are used for students who are already members of the school and are low performers persistently throughout the year.



The SEN department is an integral part of the school and works in consultation and collaboration with administrators, key stage coordinators, counsellors, mainstream teachers and management. Individual Education Plan (IEP) is developed by the SEN department which is reviewed twice in a school year. The teachers, parents and Key Stage Coordinators and students (wherever appropriate) are invited for the meeting to contribute to the students' plan. A copy of these plans is given to concerned teachers and parents and the original is filed in the students' folders maintained by the SEN department. The IEP includes the student's individual targets, strategies to achieve the target and criteria for evaluation of the progress made. Students taking CBSE exams are given examination support depending on their needs and subject to the approval of the examination board. The school timings for LEVEL 1 and 2 is till 3:30 pm. Timing for LEVEL 3 and 4 is till 1:30 pm. If a student intends to stay beyond these hours; then he /she will be given a written consent from the SEN department. Besides the regular school fee structure, the student will have to pay SEN fees of Rs. 60,000/- per annum. This is subject to modification with prior notice.

Procedures to be followed

The admission department along with the Academic Policy members, and the SEN department should develop and create a checklist / survey form with close ended questions, in order to find out as many details as possible about the existing / new / would-be SEN students of this institution. The following are the pre-admission procedure for the parents:

- Fill the survey form and submit to the admin.
- Submit the necessary documents as per the school's admission policy.
- In case of new admission from grade III till XI, the Admission department needs to collect, record and preserve each student's previous school's academic reports signed duly by the head of the institution of the applicant; along with the answer scripts of the any written assessment (if it is available) and his / her medical certificate, medical history etc. at the time when the parents would seek admission in this school.
- In case of medical situations like - Hysteria, Asthma, Vertigo, Arthritis, Rheumatoid condition, Phobia of moderate to severe degree; the medical wing of the boarding and all the house-parents will sit together with the admission department and to clarify any or each vital point.

As a general norm the KIITIS SEN GLOBE Diagnostic Centre needs to identify any learner with difficulty precisely as early as possible, to ensure due measures are taken to meet the needs of the learner. If during an academic year, any kind of "learning –teaching" difficulty develops suddenly in a student, then with the awareness of the parents of that student, the higher authority and SEN GLOBE will find out the steps followed by the guidance of the specially trained teachers they will be working with.



Special Educators and teachers will regularly meet to monitor the progress of students and to review it at regular intervals of time. The school plans and implements the improvement of the accessibility features of the entire school premises for the physically challenged individuals.

In severe cases of disability in the field of formal education of any student, it is advisable for providing a certification of completion of basic life skills by the school. The school works with the parents, and with the special NGOs for fulfilling any shortcomings in the progress of such learners. The parents may have to be called for counseling which may help them handle a range of mental and emotional problems like: stress, anxiety and depression. The focus must be to guide them in handling their children with ease out of school hours.

Different bodies and their responsibilities:

I. Senior Leadership Management will govern, validate and approve the recommendation of the Inclusion Committee, to call or to take measures as the case may be.

II. Inclusion Committee will lay out the principles and review it regularly. They will forward their findings to the Higher Authority.

III. The Monitoring body

- They will be monitoring the works of SEN and the progress of the learners.
- They will handle any grievances arising out of the conduct / interaction in between the below mentioned bodies and any parents, or any member of the teaching community.
- Monitoring body will be responsible to the Inclusion Committee & to the Senior Leadership Management.

IV. Implementation bodies (SEN GLOBE & Admission Department)

- They will monitor and record all documents and conduct a formal interaction with parents prior to final admission to the school for proper ease of future plans.
- They need to communicate directly to the grade in charge or to the different curriculum heads, whenever it is needed.
- They need to develop special curriculum, lesson plans and class management directly with the affected subject teacher, in order to help in the progression of the teaching inside the class and also in case of virtual class.

V. Different Curriculum Governing Bodies – They will work in their domain to ensure a holistic, creative and affirmative teaching-learning environment.



Services Offered

- Special Education (reading, writing and comprehension)
- Speech Therapy (Oromotor Exercises, PECS – Picture Exchange
- Communication System for language development, Receptive and Expressive language development.)
- Behavioral and Language Assessment.
- Occupational Therapy (Fine Motor and Gross Motor skill development).
- Cognitive Therapy and Behavior Modification
- Association with Autism Society of West Bengal for Speech, Language and Special Education.
- Psychological Counseling

Reference: Previous document on Inclusion which was made by the Self-study team of IB department in 2014-2015 April.

- <https://www.understood.org/articles/en/is-premature-birth-linked-to-learning-and-thinking-differences>
- <https://www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib/>
- <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>
- <https://www.teachervision.com/teaching-strategies/special-needs>